

CHILDHOOD EDUCATION

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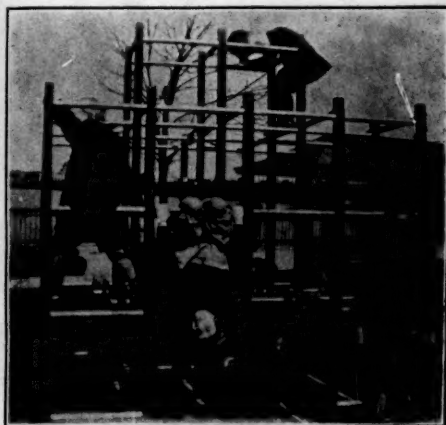
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The aim of CHILDHOOD EDUCATION will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children.

It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children.

CHILDHOOD EDUCATION will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical ideas by the everyday kindergartner and primary teacher—are features that indicate the thoroughness and general attractiveness of the periodical.

Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly.

Announcement

WITH the present number CHILDHOOD EDUCATION is entering upon its third year. The journal has been most successfully launched under the editorship of May Murray and her assistant, Mabel Osgood. When Miss Murray accepted the editorship of the new journal she agreed to continue her services until the journal was well established. Feeling that her promise had been fulfilled, Miss Murray resigned in June of this year.

The members of the International Kindergarten Union will never cease to be grateful to Miss Murray for her loyalty and untiring devotion to its interests, not only as editor of the journal but as secretary-treasurer of the organization. We are happy to announce that she has accepted the invitation of the Executive Board to remain upon the Editorial Committee and will continue to give help and advice when needed.

Many of our readers had the pleasure of meeting our new editor, LuVerne Crabtree, at the recent convention of the International Kindergarten Union in Kansas City. We consider ourselves extremely fortunate in securing the services of one so well prepared to fill this position as is Miss Crabtree. She holds a master's degree from George Washington University, she has had some teaching experience in the field of primary education, and for three years she has been assistant in the research department of the Washington public schools. As daughter of J. W. Crabtree, secretary of the National Education Association, Miss Crabtree has wide acquaintance in the educational world.

It is with great pleasure and satisfaction that we take this occasion to introduce to our readers LuVerne Crabtree, editor of CHILDHOOD EDUCATION.

ALICE TEMPLE
*President International
Kindergarten Union*

Character Education

H. B. WILSON

Superintendent of Schools, Berkeley, California

CHARACTER education is one of the responsibilities which has been placed upon the public school from as far back as I have been able to go in educational history, in the theory of education, or in the statement of curricula or procedures regarding education. We have assumed, and rightly so, that the public school feels seriously and takes fundamentally this responsibility for doing all that it may at any period in the history of education for the establishment of ethical character in the children who come under the care and guidance and inspiration of the public school.

SCHOOL—THE MOST POTENT INFLUENCE

The school is entitled to the things which have been said of it recently. A great many ministers have had occasion to discuss it in connection with the increasing amount of crime that is spreading itself throughout the United States, particularly among young people. A great many ministers, speaking from their pulpits and in other public addresses, have had occasion to criticize the home and chastise the parents, and likewise to take to task their own efforts in the guidance of children and older people; and place great tribute upon the efforts of public education. Indeed *they place the school above the home and church in the results achieved* in the matter of establishing ethical character in children.

TEACHER—THE GREAT CHARACTER BUILDER

This is due to a number of things, undoubtedly. It is due, in the first place, to the character of the people, the men and women who make education their choice. By reason of the fact that a person is known as a teacher, is there an estimate placed upon the character of that individual, is there a confidence placed in him, a belief in the principles and conduct which may be expected to actuate that person.

I recall with what inspiration I listened to the words of Secretary Hoover in one of the meetings of the Department of Superintendents at Washington, in which he had occasion to pay his respects to the school teacher and to speak from exactly the standpoint that I am attempting to say a word now.

He said:

The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents at all times. He is peculiarly a public character, under the most careful scrutiny of watchful and critical eyes. His office, like that of a minister of religion, demands of him an exceptional standard of conduct; and how rarely does a teacher fall below it, how seldom a teacher figures in a sensational headline. It is truly remarkable, I think, that so vast an army of people, six hundred thousand, so uniformly meets its obligations; so effectively does its job; so decently behaves itself as to be almost utterly inconspicuous in a sensation loving country. It implies a wealth of

character, of faith, of patience, of quiet confidence to achieve such a record as that.

Doubtless this means, also, that the profession attracts naturally the kind of people that ought to be in it, the men and women of character and ideals who love young people and wish to serve the nation and the race. Teaching has always been a poorly paid profession. Teachers always have preferred and probably always will prefer to lose a little money rather than to lose a chance to live so abundantly in the enriched lives of the next generation. They feel about their work as Poor Richard describes about the conversation of the literary man—once one has become accustomed to it, he can endure no other. . . . To a mighty extent that future flower in our national life must be the work of your hands, and the character established in the coming generation is largely to be molded by the work of the teacher in the public schools.

The teacher may say nothing in the presence of children in reference to character, he may not choose a topic that is particularly intended to accomplish a character result; but in the presence of his children he teaches from the standpoint of character and the standpoint of ideals. *What he is and what he feels, he teaches every day and every hour in the presence of those children.* By the way he grits his teeth, by the way his eye flashes, by the way he clinches his fists, by the way he wrinkles his forehead, by the attitude he assumes, by the very posture of his body, he evidences on which side of questions, about which there might be any moral issues, he stands and how he feels. Those impressions are carried deeply into the minds of those children with whom he is in contact, who know him and appraise him intently.

COURSE OF STUDY—PREDIGESTED WORLD'S EXPERIENCE

Not only from the standpoint of its personnel is the school a great up-build-

ing character institution, but likewise from the standpoint of course of study content. The subject matter which has been built into the course of study and specified for teaching is a *basis for the experience of the children of the public schools* that they may be trained for all-round social responsibility and social efficiency. That course of study was built up by a process which has covered many years, that has had the thought of the best teachers. So there has been drawn into the history that we find in the text books and specified by the course of study, in the literature, in the science, in the music, in the art; those products and those results which have come out of human thinking, human effort at its very best and upon its loftiest plane of action and achievements. Necessarily, those values are carried in subtle ways, if not direct ways, through purposive teaching, into the characters of the children who sit under the influence and teaching of the public school.

SCHOOL ROOM STANDARDS—THE STAFF OF LIFE

Not only through its body of men and women and through its course of study, but likewise through those standards that are operating that the school may do its work; are builded into the lives of our children those virtues, those ideals, those ways of living and thinking together, which represent society at its loftiest and best plane of effort.

From the time the child strikes the front door of the kindergarten until he graduates from high school, if he remains that long *there is always held before him this body of standards, which when carried over into the subconscious life of the child*

act as definite conduct controls. The standard of punctuality is held above him, is made attractive, is made glowing, is made warm. It is an ideal, but when he has lived with it long enough it ceases to be a thing about which he needs to think, of which he needs to be conscious. It passes over into his life as a thing functioning subconsciously, automatically, as a standard. Not only is that standard basic in school for its smooth operation, but likewise in life. More largely for that reason, is it important to acquire it in school. In the world of business and affairs, in the world of commerce and industry, and manufacturing and statesmanship, punctuality is a virtue that characterizes those upon whom we place greatest responsibility and in whom we place greatest dependence.

Not only does the school hold up punctuality, but regularity—not only being punctual today, but every day. By the same process of living with it as an ideal does it gradually pass over, functioning automatically, into the subconscious life as an ideal of regularity. The standard of accuracy and honesty is held up in all the subjects of the school, in spelling, in figuring, in language, in writing, in the various undertakings of the schools. The standards of neatness, proper politeness, and of courtesy in conventional relationships, likewise are insinuated. Through the influence of the continued daily operation of the school they grow into the lives of children, and by that process become guiding standards, conduct controls. Not only do they function in the school, but in social, business, commercial, and industrial relationships outside the schools.

CHARACTER SITUATION—PHOTOGRAPHED BY N. E. A.

The National Education Association was not satisfied with the things which were being said about the school, about how forceful a character agency it is, so they said this to the curriculum commission at its Washington meeting in April, 1925:

Officers of the Department of Superintendents and those in charge of the research work of the National Education Association, you have assigned today committees responsible for the regular subjects in the elementary schools: arithmetic, geography, history, spelling, art, music, and the other subjects of study in the elementary school curriculum. But there hasn't been a word said during this entire day's conference regarding the topic that is most embarrassing of all topics to us in the offices of the National Education Association. We have more special newspaper article writers and more magazine writers come to our offices asking us what the public schools are doing to form character in the children in the public schools, what they are doing or have not been doing that this rising tide of criminality is creeping upon us, extending itself into the earlier and earlier years of the citizenship of these United States. And we have no answer to that question.

And so there was constituted a committee to make investigation, to get a bird's-eye view, to get a photograph through whatever type of survey might be made of what was going on in the public schools, beyond these general things of which I have spoken, that might result in the up-building of right types of character. The committee sought to find the following things:

1. What program time, if any, in any school system was set apart to definite character ends.
2. The extent to which the opening exercise period was being used, in whole or in part, to character ends.

3. Whether or not there had been prepared courses of study specifically directed to indicating those things that might be done in schools to upbuild character.
4. The extent to which the teaching of other subjects was used to character ends.
5. The extent to which children were provided with participation opportunities, opportunities to carry responsibility through the carrying of which character results might be expected.

Out of that investigation came undoubted evidence that, so far as the returns from the three hundred cities which were co-operating in the improvement of curricula were concerned, the schools were attempting to take seriously this responsibility of public education, the responsibility to train for character. There was evidence that there was uneasiness and anxiety. The efforts were almost frantic on the part of superintendents, supervisors, and principals to work with their teachers to higher, more certain, and more satisfactory character ends. But it was evident, also, that there has not been developed a body of subject matter or a body of activities, or the two combined, which anybody is willing to stand back of and guarantee and fight for as the materials and activities which will produce the type of character results that theoretically we wish to achieve. Nor is there any evidence that there is agreement regarding the type of procedure or the methods of teaching which may be employed with confidence that character ends may be achieved.

The situation, therefore, is as follows: We know pretty definitely, as the result of scientific investigation today, what if properly taught in arithmetic, spelling, and English may be expected to develop in the child the ability to figure, and to speak and write with at least

grammatical accuracy. But there is no well considered conclusion in reference either to the body of materials to be used, the activities to be employed, or the procedures to be initiated in working to character ends.

We came through the study with the definite conviction that three or four very important things are necessary, and should be attacked in the most fundamental and scientific fashion at the very earliest moment. In the first place, some value will undoubtedly come to all of us from an effort to bring together a statement of all that is being done and the plans followed, a statement that will provide information regarding the best that is being done. The thing most needed, evidently, is a *study of the essential elements in character* to the end that we may define specifically, concretely, intimately, just what we have in a person when we have that thing which we call "character." There have not been expended upon the study and investigation of that topic scientific efforts of the sort that there have been, for example, on the subjects of which I made mention. In the last ten years we have been brought, through scientific investigation in certain subjects, to definite conclusions which are reliable and dependable; conclusions making for efficiency and thoroughness and satisfactory results in a way that the old time, wasteful situation had not done.

That type of thing has not been done in the field of character education. Fortunately, we have two or three institutions where major attacks are being made, and where there is a promise of progress in view of the people in charge—the Teachers College of Columbia University, Chicago University, and

the University of Iowa. What is needed is a sufficient body of money to enable it to be possible to employ the time, talent, and ability of interested scientific investigators. They will determine what our problem of character education is, and what the subject matter, activities, and procedures are which may be expected to be effective in producing character education results.

We came through this study with a feeling, also, that *the two largest things which are operating at this time in the school are those things that take place, in the first place, in the classroom between children and children, and between children and teacher.* They have probably determined in fundamental ways the attitude of children toward each other, toward the school, toward the teaching staff, toward the community, toward government, toward what they might do and how they might build themselves, that they might operate as satisfactory citizens of proper character.

The opportunity in the classroom for the children to take duties and responsibilities and to discuss the things which they need to be willing to observe in relation to each other in order that the thirty-five or forty of them may live together successfully and happily, is productive of large character education results. Following such conversations they take on responsibilities for the housekeeping of the room, for the order of the school building, for the up-keep of that building, for the care of the lawn and the campus of the school. Likewise, perhaps the older children take responsibilities as police officers or junior park commissioners, and in other relations take responsibilities such as grown-ups carry on a larger scale. All of these participation opportunities, especially

when the child sees the ground for what he is doing, bring large character training results. Anything which leads children to think out what the problems of living together are and to consider how they shall go about meeting those problems faithfully and conscientiously guarantees large training results.

We came out of this study, also, with a view that we must emphasize, as we never have up to this time, in our thinking that *character education is not a responsibility which may be divided between the home, the school, the church, and the other character building agencies of the community; but it is a community responsibility that all of those organized agencies ought to share unitedly together.* They need to meet together, to sit down and think together, with the best scholarship guidance available, to the end that they may all speak the same language, that they may all be conscious of the effort made by each other toward this great end so much to be desired on the part of all these organized agencies.

Such an effort we are attempting to establish at this time in Berkeley, California. The initiative was taken on the part of the Parent-Teacher organizations of the community and the teaching staff, but there has been drawn into relation to that movement a number of other interested agencies. The charitable organizations, the Christian associations, the Scout leaders, the Girls' Camp Fire leaders, the police department; all of these have come in to sit with us in counsel in reference to this community problem of working with the children to character ends. Thus far we have not made sufficient progress to enable us to have anything to report. We are working at the outset under the guidance and leadership of Professor

Rugh of the University of California, undoubtedly the outstanding character education thinker, teacher, and writer, at least of the Pacific coast. We are hoping, through his guidance and his scientific understanding of the problem socially and psychologically, to get a common point of view which shall be basic to all of those agencies that we hope to organize into a co-operative community effort.

SUGGESTIONS

I have three suggestions out of this background that I want to make. They are suggestions to the school and to the home primarily. I am going to make them from the standpoint of the school.

The first is that to the end of character results, the *great concern of the school ought to be to make all of its work functional, socially valuable*. To teach only those things in school which children when they leave school, as well as while they are yet in school, are going to find need to use in order that they may be able to carry their duties and responsibilities and take their relationships satisfactorily. This type of subject matter and these types of activity can be made significant to children. They can be made meaningful to the children at the time they are mastering them. By reason of the fact that they do possess significance to the children at the time they are mastering them, the school is freed and the child is freed of all aping or pretense. I know of no situation that is more unethical or more insincere than that which compels the child to indulge in an attitude of acting as though he is interested in a subject, as though he is anxious about it, as though he wants to master it; when as a matter of fact, the topic has no meaning

for him at the time and can have no use or significance for him at any time after he leaves the school and goes out into the work of the world.

In the second place, to the same end of promoting sincerity, naturalness, and open-mindedness on the part of the child, *is the importance of adopting those procedures, those methods of teaching and promoting learning in the school which will allow the child to be himself*. The child should go about what he is to learn in school much as grown-up people outside of school are privileged to do when they find themselves under the necessity of mastering a situation.

How does the learner outside the school go about his work? Mr. Edison addresses himself to those things which he needs from day to day in order to make progress in the things he wants to do in his laboratory. As he works, he finds himself confronted with certain questions to which he does not know the answer, and to which he needs the answer. He finds himself confronted by problems of which he does not yet know the solution, but of which he needs the solution. He finds himself faced, from time to time, with certain difficulties and obstacles which block his path of progress and which keep him from moving forward in the accomplishment of those things which he has set about to do. Thus he finds himself faced with needs which he must satisfy before he can accomplish anything as the great scientific investigator and discoverer that he is.

Like Mr. Edison, a learner outside of the school, our children in the socialized school, under the right guidance that promotes development and unfolding, find themselves faced with needs which they wish to satisfy. The natural

procedure in teaching makes those questions, those problems, those difficulties, those needs the point of departure, the basis of attack. It gathers subject matter from the various subjects where it is to be found, bringing it to bear upon those needs, to the end that the children in school may learn naturally things that are meaningful and purposive to them at the time, because they are at that time necessary to the child's complete living and to the development of his personality. That type of attack makes for a whole-souled attitude on the part of the child with reference to the genuine opportunities that the school can bring to him as a means of promoting his own growth and satisfying his own longing.

Out of that sort of subject matter and from the employment of this type of attack in teaching is going to be operating another great unifying character-building influence. There is going to come *a feeling on the part of the child that he wants to be somebody and amount to something in the world*. I have an idea that is the greatest determination, the greatest feeling, the greatest ambition that can ever set itself up in any life. It has more unified power, more power to exclude those things that are not helpful and go out and get those that are helpful and up-building, than any other influence. The only way, so far as I know, to be somebody and to amount to something is to do something worth doing that is needed by society. Something that the individual himself possesses the native and, sooner or later, the acquired gifts to do. If we can succeed, through the child's study and mastery of socially valuable subject matter, acquired through natural procedures, in promoting learning on his part and in bringing him to that place in his development where the ambition to be somebody and to amount to something worth while

in the world has seized him, there has been accomplished in him one of the most important things that can happen to promote his development and to further social progress so far as he is concerned.

I have implied in the last three points another thing that I want to set out in closing as especially important; namely, that the individuals, the personnel related to the child in the home, in the church, and in the school in guiding this process of development, should be a group of people one hundred per cent interested in the child. They should be wholly interested in him, soul, body, and duds, if you will allow me to put it that way; interested in him from the time he is born, during all the days he lives, interested in the things he does, all the places he goes, concerned about his associates, about the stories he hears, about the tunes he hears whistled, the songs he hears sung, about all the influences that operate and play in his life and character.

This problem of character education is one about which a great many people have thought fundamentally but for which nobody has had a program as yet. Some would talk to you about the importance of teaching ideals, others about the importance of analyzing situations, and that out of that a program may come. The most significant and the most satisfying thing, from the standpoint of public educators' responsibility toward this program at this time, is the evidence on every hand of anxiety to find the way and willingness to experiment. That type of concern, carried over a period of enough years with scientific guidance, will bring us to a vocabulary, to a volume of materials and procedures which will enable us to work as effectively for this total composite result as we now know how to work in the field of simple subjects.

The Moraine Park School

FRANCES ROSS

Assistant Director

THE children of the Junior Moraine Park School are citizens in a community that they enjoy managing. The life of the school is a real world to them in which the adult is a helper rather than a disciplinarian. But, in order to have a well organized community, there must be plans for dealing with those people who do not cooperate. Just as in the grown-up-world we have our courts, laws, and officials to execute the law, so in our school we have organizations and officials to manage the life of the community.

SERVICE CLUB

The first four groups are controlled by the Service Club which is composed of the boys and girls of the third and fourth groups. In the fall the president of this organization is elected by its members. He is supposed to hold the presidency for two months, provided that the people who chose him find him a good leader. However, if in the middle of his term he should prove himself unworthy a new president is chosen to take his place. This embarrassing situation has occurred several times. The following rules have been made by the Service Club. These rules may be changed at any time that it seems best:

- I. Do not throw stones or use pointed sticks.
Offender stays in trellis one day.
- II. Do not climb over the wall.
Offender stays in trellis two days.

III. Do not be late.

Offender eats lunch alone one day.

IV. Do not go out of school boundaries.

Offender in Groups III and IV works alone all day.

Offender in Groups I and II eats lunch alone in workroom.

The Club holds no regular meetings, but a meeting may be called whenever a member of the community wishes to bring a matter before the school.

COURT

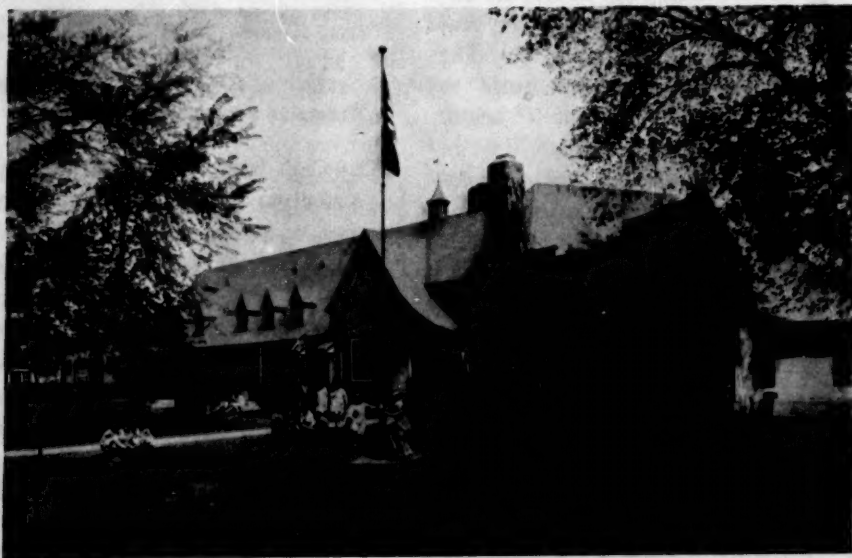
The fifth and sixth groups, being composed of older boys and girls, have a more elaborate plan for managing their affairs. They hold Court once a week. Their officers consist of a judge, a vice-judge, and a secretary. The Court is called to order by the judge who begins his duties by taking his seat, knocking loudly on his desk with a gavel, and calling "Court come to order." This command means that the boys and girls are to draw up their desks in a circle around the judge, clear them, and sit perfectly still. When the atmosphere of the Court is one that pleases the judge, he asks the secretary to read the arrests of the previous meeting. The secretary reads, pausing after each arrest for the judge to ask the offender if he has carried out his penalty. If the offender has completed his sentence, he is acquitted. If he has not, his case is discussed. If his lack of cooperation has been due to sickness or some other

unavoidable cause, he is excused and asked to report the following week; but if it is due to carelessness, his penalty is usually doubled.

When the arrests for the previous week have been considered, the judge asks if there are any new arrests. Then the boys and girls do a rather brave thing—they arrest themselves. How-

often mentioned in the rules. "Large Bounds" extends over about three acres of beautiful hilly country and "Small Bounds" extends over about as much space as a city lot. The following rules are typical:

1. The reputation of the school is very important and whoever spoils it must stay in Small Bounds for three weeks.



JUNIOR DEPARTMENT, MORaine PARK SCHOOL, DAYTON, OHIO

ever, if some guilty person fails to arrest himself, then it is duty of any member of the Court, who may have seen him break a rule, to arrest him. Of course, to have this cowardly thing happen is more serious than the hardship of carrying out the penalty.

Before citing the rules of the Court, it will be well to explain that the fifth and sixth groups have their work in a small, old-fashioned, red brick school house which has been made into a modern school room. The building is placed on a small lot which the children call "Small Bounds." These bounds are

2. Anyone late at noon or at recess must stay in Small Bounds one day for every five minutes that he is late.
3. Anyone putting any part of his body out of the car window must sit alone in the car for three days.
4. Anyone who gets his feet wet in the creek must stay away from the creek one week.

The Service Club and the Court not only function as judicial organizations, but also as health organizations, which care for the cleanliness and orderliness of the two schools. The members are responsible for certain duties, such as putting up the flag, watering plants, and putting classroom in order.

SCHOOL ASSEMBLIES

The children meet every Wednesday and Friday morning to discuss school problems, to entertain one another with interesting things that are being learned, and to hear from people of the outside world who have something worthwhile to offer.

The assembly is presided over by either a boy or a girl who has been elected to this office by the Service Club. Not only does he take charge of the assembly, but he also collects the material that the different groups have to offer and organizes it into as interesting a program as possible. When it is time for the assembly to meet, the person in charge goes into the assembly hall and stands at the front of the room where he can easily be seen and heard. As soon as everyone is seated he quiets his audience by saying, "Assembly please come to order." Then he announces the program of the day.

The chairman is not elected for any definite length of time but until he is able to manage, with comparative ease, the boys and girls that are placed under his leadership. One child may be able to accomplish this in a week while another will take a much longer time.

THE SCHOOL LUNCH

The school lunch is planned and cooked by two students from Antioch College, Yellow Springs, Ohio, who do coöperative work. These girls have planned either to go into lunchroom management or to take up some phase of modern education.

Lunch is served at 12:30. At 12:00 two cooks, chosen for one week from each room (no one knows why they call themselves cooks), give up their playtime

to go into the kitchen, get the menu for the day, set the tables, and then report to the teacher in charge to see that their work has been done satisfactorily. If everything is "all right" they may go out of doors with the others until time to come in to wash before eating.

As each child finishes his luncheon he clears up his own place, takes his dishes to the kitchen, and then joins his friends to listen to a story. This very pleasant half hour, right after lunch, helps the boys and girls to realize that if they visit too much during their lunch hour they will have less time to "go on" with the story.

THE SCHOOL PAPER

The school paper was suggested to the children in assembly because the members of the faculty felt that the boys and girls were not writing enough imaginative material and that perhaps the paper would stimulate it. Nearly all of their composition work had been along the line of letter writing. They wrote announcements for the school, letters of thanks to friends, letters to children who were out, etc., until the question of postage became a real item.

Almost everyone seemed pleased with the suggestion. They were given a few days to choose an editor-in-chief and a reporter for each room. As soon as the staff was elected they planned to meet with an older person every two weeks to look over the material brought in by the reporters. The paper now comes out about four times a year. As we want everyone to contribute to the magazine, both those who draw pictures as well as those who write, we have only one copy. It is typed with double spacing. When the new issue comes out, it is left in the library for a month. After that

it may be drawn out as at the public library.

COMMUNITY EVENTS

There is much discussion today about the lack of family life and the inability of the younger generation to use their

free time in a happy wholesome way, so we believe that a major part of the work of the modern schools is to teach the coming generation how to use their leisure constructively—looking within the home for many of their pleasures. About once a month we put aside our

REPORT CARD			
"The purpose of education is the control of conduct." —Dr. Frederick Bonser.			
NAME	DATE	GROUP	
.....			
HEALTH			
INDIVIDUAL		GROUP	
Personal Care			
School Lunch		Care of the School	
Bodily Coördination			
.....			
PERSONAL TRAITS			
INDIVIDUAL		GROUP	
Initiative		Intelligent Participant	
Self-reliance		Follower	
Self-control		Thoughtfulness of others	
Perseverance		and their rights	
Obedience			
Truthfulness			
Generosity			
.....			
STUDIES			
Studies are one of the tools by which we attain. They are secondary in education.			
Reading	Spelling	Art Appreciation	Social Science
Literature	Writing	Music	(History and
Composition	Arithmetic	Craft	Geography)
<p><i>Note:</i> The home report presented by parents is embodied in this report. (No report is given for the first term, but school is dismissed and conferences are held with all parents.)</p>			

The Report Card of the Moraine Park School is its statement of policy. This institution's concern is, admittedly, "the control of conduct," and the tools of knowledge occupy a subordinate position. In Miss Ross' survey of the activities of this progressive school, we see the principles of character education as outlined by Mr. Wilson actually operating *on* and *in* the fortunate boys and girls, who are growing up in its environment.

group interests to join in one big community, or if you like "family" activity, such as the Hallowe'en party, Christmas party, and the Annual Festival.

COURSE OF STUDY

In making out a course of study for the year the faculty tried to base its tentative plans upon the present interests of the children or upon their work of the past year.

Tentative plans for the coming year

- Group I. The Exchanging and Finding of New Experiences.
- Group II. The Broadening of Experiences.
- Group III. People of Other Nations.
- Group IV. The Study of Boats and their Development with the Progress of Mankind.
- Groups V and VI. "A Child's History of the World," by Hilyer.

However, suppose that during the coming year a national or an international event should take place, such as the discovery of the tomb in Egypt or the thrilling trip of the World Fliers. Then the teachers would feel quite free to put aside their plans to take up the history of today.

Children naturally enjoy manipulating materials and will often surprise the adults with their ingenious results.

But probably few of them will ever become real artists or skilled craftsmen. Therefore instead of insisting on the impossible and demanding that they do creative work we put them into as stimulating an atmosphere as possible so that those who have ability may be discovered and encouraged.

THE TOOL SUBJECTS

Reading, writing, spelling, and number are taught as much as possible in connection with problems upon which the children are working. But it is often difficult to find enough material upon which to base all of the tool subjects. Nevertheless, it is comparatively easy to show these young people real situations in which the tools occur and then insist upon their developing skill in them. There are always a few who seem to enjoy doing number work and spelling just for the fun of feeling themselves "going on" either from page to page or from process to process.

In order to help the children gain a sense of responsibility for their progress, we have them take the Stanford Achievement Tests once a year. They also watch their individual development by checking with their classroom teachers their own Minimum Essential Sheets.

I. K. U. MEMBERS DIRECT DEPARTMENT N. E. A.

All the new officers of the Kindergarten Department of the National Education Association are members of the International Kindergarten Union. This demonstrates the close affiliation between the two organizations, as well as the professional spirit of the officers elected. Julia Hahn, kindergarten-primary supervisor, San Francisco, California, is the new president; Marie Fowler, kindergarten-primary supervisor, Kalamazoo, Michigan, is vice-president; and Frances Berry, kindergarten-primary supervisor, Baltimore, Maryland, treasurer.

In keeping with its wider field of interest and service the Kindergarten Department of the N. E. A. has changed its name to Kindergarten-Primary.

Department of Nursery Education

Some Mental Hygiene Aspects of the Pre-School Period

ADA HART ARLITT, *Professor of Child Care and Training,
University of Cincinnati*

THAT phase of the psychology of the pre-school period which has to do with the development of personality might be called the mental hygiene aspect of the period from two to four. Of the types of behavior which may condition personality, we have selected three—temper tantrums, behavior growing out of jealousy, behavior growing out of fear states. To educators of an earlier period, such a topic might seem irrelevant, since the business of those who taught children was, even fifty years ago, often considered to be merely that of giving training in the three R's. Fortunately, education as it is best interpreted today, deals just as much with formation of good habits of behavior, good social attitudes, a well rounded personality, as it does with content material. *The particular stress which is laid on the development of each individual's personality is one of the great contributions of the nursery school movement.* If children are to enter school with the right bases for later development, they should have received training before school age, and even before entering kindergarten. Watson states that "personality is but the outgrowth of the habits we form."¹ If this thesis

is correct, and most of us would agree that it is, the development of a normal, well adjusted personality resolves itself largely into unconditioning or reconditioning bad habits, and into giving adequate stimuli in the form of the proper situations for the development of desirable habits. Watson also states that at the end of the second year the pattern of the future individual is already laid down, and those of us who have dealt with children two years old in the nursery schools are much inclined to agree with him; but the nursery school period—the period from two to four years of age—is neither too late to recondition undesirable habits, nor too early to establish desirable ones.

TEMPER TANTRUMS

Let us examine first certain undesirable types of response which may be present in the two year old when he enters the nursery group. Among the first of these should be listed temper tantrums. Temper tantrums seem to develop as an outgrowth of various conditions. They appear to come at times as a result of overstimulation. Children who are taken about over much, kept out late at night, made to show off too frequently, any one of these and many other causes of overstimulation, may result in temper tantrums which some-

¹ Behaviorism—John B. Watson—Lecture XII.

times appear to disturb the child himself as much as they do others. The tantrums may come as a result of physical conditions other than the fatigue and strain which come from overstimulation. A third, and probably the most frequent cause, is the use of the temper tantrum as a means of securing attention or of dominating adults or other children. This type of temper tantrum may develop on the basis of either or both of the two causes stated above, or it may develop independently. Children who have first given way to violent outbursts as a result of physical disturbance, may find that these outbursts invariably have as their outcome the offer of new toys or bribes or other sorts of satisfactory adult behavior. The temper tantrums may then persist long after the underlying physical cause has been removed.

For example, a little girl of five was brought in for psychological examination because, to her father, her behavior appeared so peculiar as to be abnormal. When faced with anything which she did not wish to do, or when asked a question which she did not wish to answer, the child clapped her hands to her head, said "pain in my head!" and began to scream. At approximately the age of two, the child had not been well. Her parents had been cautioned against over-exciting her, and in consequence, when she complained of pain or of a headache, she was allowed to have her own way. The child had apparently associated the pain in her head and the screaming with which she accompanied it with the pleasurable results which followed—that is to say, with the ability to have her own way. The habit had become fixed and the child was controlling both parents by means of the screaming fit and the supposed headache at least two

years after the physical basis upon which this habit had been set up had disappeared. The child's physical condition was good when she was seen by the psychologist. Both the screaming fit and the headache complained of were overcome after approximately six months' training.

Our first attack on the problem when a temper tantrum child comes under observation is to determine the cause. Some of the causes have been cited above. Other factors may be responsible for this type of behavior. If the cause be physical, have the necessary steps taken to cure it. If it be that the child is using the tantrum as a means of securing attention or gaining his ends, the cure is suggested by the cause. Children who use temper tantrums for this last given reason should never secure either the desired attention or the adult compliance with their wishes for which the temper tantrums were used.

JEALOUSY

Behavior prompted by jealousy is another thing frequently found. The types of reaction which have their bases in this emotion range all the way from refusal to eat except when fed, or otherwise given the attention which cannot be gained in any other way, to such behavior as is described by Dr. Taft in the following paragraph:²

Some jealous children become timid, repressed, and shut in; and, feeling that they do not have the approval of the parents, do not trust their own ability to win approval from

² "Early Conditionings of Personality in the Pre-School Child"—Jessie Taft—March 27, 1925, at Schoolman's Week, University of Pennsylvania; *School and Society* Vol. 21, No. 546, June 13, 1925.

those outside of the family. Still others assert themselves violently, become overbearing, self-centered, domineering in their efforts to make up for the painful sense of failure at home; or develop a chronic grouch, a depressed or antagonistic attitude toward the universe, and a delight in picking out the faults of others.

Individual children seem to react in entirely different ways. One of the cases cited by Dr. Taft indulged in threats of suicide. A case with which we have had experience, developed the idea that she must be a child just brought in to live with the family—that she could not be her mother's child. Out of this attitude grew both resistance to authority and a tendency to crying spells and depression. This is a somewhat unusual case, but enough material has been cited to show that jealousy in young children causes many peculiarities in behavior which may result in the development of highly undesirable characteristics of personality.

Sometimes the jealousy arises because, in a household where the child has been the center of attention for four or five years, a new baby comes and the child is no longer the center of attention in the household. The new baby's coming will often produce the jealousy all the more strongly if no one has prepared the older child for its coming. Adults, both outside and within the family group, often point out to the young child that he is no longer mother's baby, and this, of course, adds to the child's discomfort. Jealousy may be the result of too much attention on the part of one parent, or it may have other causes. Whatever the underlying cause is, it should be discovered and the wrong attitude engendered by this unhealthy emotional state reconditioned. Such reconditioning involves both a change in the factors which have

produced the jealousy, and new interests and activities as a substitute for the behavior which it has caused.

FEAR

Behavior growing out of fear states may be even more widely divergent than is that which grows out of jealousy. Watson tells us that we are born with only two fears: (1) fear of loud sounds, and (2) fear of falling. If this be so, then all other fears are the result of later experience. In the cases with which we have had contact, these have been developed in five ways:

1. By direct conditioning, e.g., a loud noise occurring at the same time that the baby picked up a toy duck.
2. By transference of a fear state aroused in a situation to a similar object or situation, e.g., Watson's subject, Albert, who after having been made afraid of a rat, also showed fear at a fur coat and other objects giving furry contact sensations.
3. By verbal associations, e.g., developing a fear by warnings or suggestions about an object or situation, warnings of harm from falling, of the fearful aspects of disease, of the harmful effects of certain foods.
4. By imitation, e.g., an adult showing a fear of lightning and thunder, and thus developing a fear of these phenomena in a child who has witnessed the adult's fear state.
5. As a means of control, e.g., a mother telling her child that if he does not behave the policeman or the bogie man will get him, or, similarly, an adult telling a child that if he talks too much his tongue will be cut off.

Fears may range all the way from fear of a single object to a fear attitude which involves a number of situations. The first type may involve simply withdrawal from one object or a set of objects. For example, a little girl of nursery school age, that is, approxi-

mately three years old, appeared to be afraid, or at least to withdraw from anything which might soil her clothes or get dust or dirt on her hands. When given a lump of clay to play with, instead of imitating the activities of the other children in the group, this child carefully placed a small piece of paper on top of the clay, and, taking great care not to touch the clay, wrapped it in the paper and threw it away. Investigation of the habits set up in the child's home disclosed the fact that she had stayed longer in the creeping stage than had the other children in the family. Her mother was very much afraid that she would collect germs from the floor and was constantly picking her up, washing her hands, and changing her clothes. So often had the mother called the child's attention in this way to dust and dirt, that the baby had been conditioned against touching anything which might leave a mark or might muss her clothes. A period of education lasting four weeks was necessary before this child could play contentedly with sand or clay.

Fears may result in inhibitions of bodily activities, as in the case of a child who will not climb or engage in rough play. They may result in timidity and in unwillingness to face and overcome obstacles. Finally, fears may result in a general feeling of inferiority for which the child compensates by bragging or boasting, by teasing and tormenting younger children, by a tendency to show off, or by any other sort of behavior which gives him attention and a feeling of equality in the group of which he is a member. All of these attitudes can be found in the earlier manifestations in the nursery school group. All of them can be adjusted, in a measure at least, by the

right kind of coöperation between the director of kindergarten and nursery groups, and the home. Often the services of a physician and a psychologist will also be required. In extreme cases a psychiatrist should be called in.

That "downward extension of the kindergarten," the nursery school, can make and will make great contributions to educational procedure in general, and to the education of individual children. It will make great contributions in research in the field of the psychology of young children; but one of its greatest, if not its greatest contribution, will be its stress on the development of individuals who will be *as well educated on the side of character and personality as they are in the more traditional content of education.*

In the later years of the child's life when he is placed in school with thirty or more other children, there will be less opportunity for individual work, less opportunity for that development of a well-rounded personality, which is as essential in education as any amount of content material. The pressure towards a standardized product is continually present. We hear again and again about curriculum study, about content material which can be measured. Again, we have continually with us the tendency to increase the number of children in kindergartens without increasing the staff which is to take care of them. Both of these trends carry us away from the study of the individual. Under crowded conditions it is easier to produce a standardized product, which can be measured in terms of a series of educational measurements, than it is to supervise the activities of forty or fifty children and still give them that individual attention which is necessary if

personality difficulties are to be overcome. Let us hope that the nursery school movement, working with the kindergarten, which has also always had a vital interest in the well rounded development of each individual, will

help to keep as a part of the education of every child to the age of six, at the very least, that training in character and personality which is as important a part of education as any content material will ever be.

A Nursery School Program

M. E. BRUGGER, *Gowan Nursery School, Cleveland, Ohio*

The program of the Gowan Nursery School is affected somewhat by the fact that the school is a part of a Day Nursery. At seven o'clock on a cold dark winter morning Daisy's father arrives. He lifts two year old Daisy from where she has been carried snuggled close to him under his overcoat, deposits her at the playroom door, says goodby, and is off to carry his load all day. Daisy smilingly toddles over to the nursery maid, who comes on duty at seven, and the nursery school day has begun. The "opening exercises" are an exchange of good mornings, Daisy's unbutton-

ing some of the buttons on her own coat, taking it off, finding and opening her own locker, hanging up her coat and hat, and closing the locker door. These "exercises" are repeated as often as

another child arrives. The day nursery rule is that no child shall be admitted after nine o'clock.



NAPS ARE A REQUIRED COURSE. CHARLES WILL NOT HAVE TO ANSWER "UNPREPARED"

"Closing exercises" are quite similar and may happen anytime between four-thirty and six o'clock in the afternoon when parents come home from work. Each child gets his own coat, sweater, hat, and sometimes galoshes from his locker; puts them on with as little grownup assistance as possible, says goodby to every one—the director, the nursery maid, perhaps the cleaning woman who is washing the supper dishes in the small diet kitchen, and the Nursery super-

intendent, who is usually at her desk as he passes the office door on the way down the hall.

From seven in the morning until six in the evening—eleven hours. Given a

large cheerful playroom, a play porch and outdoor playground, a large sleeping room, a bathroom, and a diet kitchen, how shall these eleven hours be spent by the twenty children between seventeen months and four years who make up the enrolment of the Nursery School? This is our problem.

Quite glibly we say we must meet this small child's needs, defend his rights, and satisfy his interests. If we do succeed in doing this, will we meet some of the objections that have been raised against bringing such small children together outside of the traditional home environment?

Some needs, such as protection from contagion, bodily cleanliness (internal and external), food, sleep, desirable routine habits of eating, washing, etc., and space and materials for play and investigation are quite obvious.

Not so obvious is the child's right to some adult aid and guidance without irritating and unnecessary intervention, or our obligation to protect him from the emotional fatigue caused by frequent interruptions of an absorbing activity, his right to physical adventure with reasonable safety.

He also needs to develop a sufficient individuality before much cooperation with a group is asked of him; and opportunity to explore his environment that he may gain physical control, self-reliance and initiative—and so, we hope, become creatively adjusted to the group.

To protect the individual and the group from possible contagion, the superintendent of the nursery, who is a trained nurse, inspects each child daily. Suspicious conditions in throats, eyes, ears, and skin mean isolation and further medical examination. The nursery doc-

tor makes weekly visits to examine entering children and others about whose physical condition and needs we want advice.

This same medical adviser approves the menus planned by the nursery superintendent and makes recommendation about special diet for individual children. Charlie's skin gives evidence of a heavy starch diet—so we omit most starches from his nursery school meals.

There are three of these meals. Breakfast of milk and cracker at nine is really a mid-morning lunch for children who have wakened at six. Dinner of vegetables and meat broth at eleven thirty is the mid-day meal. Supper of cereal, milk, and stewed fruit is served at four.

During the two hours before breakfast our chief concern is bodily cleanliness. The bathroom is the center of greatest activity. Properly equipped and well-kept bathrooms are, by the way, as important in the education and care of little children as playrooms are. Toilet needs are met, baths are given, and temperatures taken and recorded. Student teachers soon see the relation between the defecation and temperature charts. Soiled home garments are exchanged for clean nursery ones. Our latest glory is a collection of smocks of many colors, blue, rose, yellow, peach, and green; a fascinating collection from which to choose the one "you" wish to wear. *We begin with the child's right to be clean, and then remember that he should not be expected to stay clean while on his adventure of investigating the world around him.* This means rather regular clean-up—wash-up times; after breakfast, at eleven o'clock in time for dinner, after dinner when we are getting ready for bed, and before and after supper.

The process of washing after dinner and preparing for bed is rather prolonged when twenty children are given time enough to try things for themselves, so it is well toward one o'clock before the last nightgown is on, the last little body quiet under its pink or blue blanket, and all of the windows of the sleeping room opened. They sleep quite regularly until three o'clock.

So much for the regular activities that make up the rhythm of the day. What part of these activities shall the child be asked to do, and what shall be left for him to choose to do according to his interest? Requirements and electives if you will. Shall we require that he do all that his growing powers make it possible for him to do—since he can hold a small broom to play sweeping, expect him to sweep up all the crumbs under the breakfast table? Or shall we require nothing of him, letting the interest of the moment determine whether he will unbutton his own coat or carry his own cup and dish to the kitchen? Or is there a middle ground?

As the little child becomes interested in doing for himself—"me put my nightgown on" as Evelyn says—he needs every opportunity to try to learn to do it. Countless skills and controls are necessary in this learning to do for yourself. There is dressing and undressing with its buttoning, buckling, and lacing difficulties—its confusion of right and wrong sides, backs and fronts, rights and lefts, folding and putting away nightgowns, hanging up clothes. There are the washing skills—handling soap, face cloth, towel, and toothbrush successfully. It is not so easy to comb your hair in the back, and there is even a proper technique for and real control needed to wipe your own nose. Some of the skills necessary

in eating are holding a cup and spoon and pouring your own glass of water without spilling.

Considering the number of these controls and skills, and that the learning of them must of necessity be a gradual process, it seems best to require regular attempt and practice only of those activities which have to do with the care of the child's own things and his own body, that is, of himself. His sense or consciousness of himself, of his individuality, needs most encouragement now.

Such social activities as setting the tables, washing the cups, sweeping up crumbs, and the finer details of putting the playroom in order, are not required of the children. Interest in these things which have to do with the welfare, comfort, and needs of the group is encouraged and approved.

Bessie at two years six months could, with the help of another child, spread the cloths and lay out spoons, cups and bibs, all without suggestion from any adult. But she is not interested in doing it every day in the week, and there are some children who have never shared in this preparation for meals.

What time is there left in this eleven hour day for self-directed activity, "free will" leisure if you like? *Where are the long golden hours for children's play that poets talk about?* The older child, like Walter, who has become skilful in caring for himself and who arrives early, may have an hour and a half to himself before breakfast—between seven-thirty and nine. This is somewhat interrupted by the arrival of other children, two student nurses from the Western Reserve School of Nursing, four student teachers from the Kindergarten-Primary Training School, and the director; the

feeding of the goldfish and the daily care required by the canary. Between breakfast and dinner for the same child, there may be another unbroken hour and a half—between nine-thirty and eleven. And again after supper, if he stays late, there is an hour and half between four-thirty and six. The smaller child's time is shortened by longer time spent in learning to wash (he should not be hurried) and interrupted by more frequent toilet needs.

If these children are to have any chance for self-direction, choice of activity and material, and exercise of initiative, is it not evident that we must keep our hands off, interrupting only when they fail to make necessary social adjustments? Meanwhile we must be everlastingly watchful of all that happens that we may become more intimately acquainted with individual temperaments and personalities. The play room with its large blocks, its many vehicles on wheels, its doll paraphernalia, Noah's ark, stuffed animals, crayons, paper, scissors, beads, peg boards, clay, blackboards, and picture books; the playground with its sand boxes, yard blocks, swings, seesaw, slide, balance board, turning pole, and jungle gym are theirs for use and adventure, to meet their driving needs and interests.

So there are no groups called together for games, conversation, or particular handwork activities. Exchange of experience is done in passing even as we might stop a friend to tell about a week-

end visit to the country. There is a time, after hands are washed for dinner and before dinner is called, that seems a very natural time for quiet activities. Then there may be a small group around the piano trying very simple songs or using the band instruments, and other small groups in the window seats with the students looking at the newest cleanest picture books and saying Mother Goose rhymes. Books on the director's desk are equally as popular as the linenette ones designed for children. When the director suggested that there were no pictures in those books, Odessa immediately replied, "Let me look and see." One two-year-old busied herself for very nearly fifteen minutes with Bird Baldwin's "Psychology of the Preschool Child," turning the pages and "reading" aloud to herself.

This is an analysis of our program as we have worked it out this year. The results in terms of good habits established, desirable modifications of behaviour effected, improved powers of physical control, initiative, self-direction, and social adjustment accomplished are still to be scientifically determined.

We do know, however, that on the whole the children are busy, contented, and happy. *They accept "requirements" willingly and choose "electives" according to their dominant interests.* They live and let live.

Without undue suggestions from or dependence upon adults, they are learning to use their leisure!

If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.

—Thoreau

Music Department

LULLABY

Words and music by RUTH STEPHENS PORTER

1. Sing-ing sweet and low, . Rock-ing to and fro, . Ba-by, go to sleep, While the
2. Sway-ing in the breeze, Rock-ing in the trees, . Bird-ie, go to rest, In the

wee stars peep. . . Dar-ling ba-by, bye, . . To-geth-er you and
down-y nest. . . Lit-tle bird-ie, bye, . . To-geth-er you and

I . . Will sail in the land of dreams Sing-ing a lull-a-by. . .
I . . Will sail in the big blue sky, When you have learned to fly. . .

Nature Stories of the City Streets

MARJORIE HOWSON

For three years I taught in a kindergarten in a poor section of New York City. The nearest park was more than a quarter of a mile away across dangerous streets. Therefore, the children spent their time out of school either on the hard stone streets or in their tiny rooms. There was one lone tree in a yard back of the school; such a brave old tree, but quite overshadowed by the many brown stone houses and black iron fire escapes.

In these surroundings we told the children how in the spring the sunshine warmed the earth and made the seeds grow, though there was scarcely a blade of grass on the bit of earth beneath the lone tree. We told them of thirsty flowers glad of the rain, and few knew more of growing plants than a geranium on the window ledge. We told of moths coming out of their cocoons and lighting on the flowers, and the children knew these only in the kindergarten, if there.

THE RAINDROPS AT PLAY

IT WAS a rainy day, and everybody felt a wee bit cross. The children could not go on their picnic even though some of them had raincoats. Mama said, "O dear! this rain will keep the wash from getting dry." Grandma said the wet weather always made her old bones ache. And so it went. But the raindrops came down to have a real good time. First they found a puddle of water on the sidewalk where the pavement was not even. "Let's see who can make the biggest splashes," said one raindrop. So they all splashed and made little fountains all over the puddle for ever so long.

Next they all took hands and ran as fast as they could down the gutter.

I said to a friend in a settlement house, "Spring does not come to our X street with flowers and butterflies. How does it come?"

She answered, "It does not come. We have to go to the park to find it."

I wrote the sunshine story that the little ones might notice the sun's work as they played in the street. The raindrop story I wrote that they might learn to love the rain on X street.

Someone has said that in all beauty there is a mystery. Should not the children, who experience the country perhaps only two weeks of the year, learn to find mystery and beauty at home? I believe that the more they appreciate the beauty and mystery of nature at home, the more they will be able to appreciate the nature stories of that greater place called "the country." So let the little city children have many such stories as the following, nature at home, but do not leave out the stories of richer nature in the fields.

They found a chip of wood, which was a little boy's boat. "Catch it if you can," they cried as they carried it down the gutter with them.

"What fun!" laughed the little boy, and he ran so fast he caught the boat and carried it back to sail down the gutter again.

Then the raindrops came back to the puddle of water. Only there were lots of puddles by that time. They began to make pretty rings in the water, millions of them. Each ring grew bigger and bigger and all tangled up with the other rings. At last the raindrops grew very tired with the tangles, so they just lay still in the puddles to rest.

Suddenly one raindrop cried, "O see, I have a picture of the red groc'ry store in my puddle!"

"And I have a picture of Joe's newspaper stand in mine!" called another.

"There is a picture of the wheels of Tony's white milkwagon here," said a third.

As they were talking the sun came from behind the clouds. "I am going to make you all shine like silver," it said. "You cannot do that without me." But the sun did not shine long before the raindrops all went away. Then the children were able to go on their picnic. How sweet and fresh everything was!

THE SUNSHINE AT WORK

Henry's papa had to get up every morning when it was dark. He had to light the gas to see to dress. He had to light the gas to see to eat his breakfast. Then he would go to the dark street and light the light on his milk wagon so that he could see to take milk to the big houses.

Every day after papa had gone mama said to Henry, "Go to sleep again. The sun is not up yet."

By and by the sun came up. First it was just a streak of light in the sky, but soon the whole sky was yellow around it. Then the sun said to itself, "What must I do today?" It saw the streets were dark and the street lamps

were lighted and so was the light on Henry's papa's milkwagon.

"I must make the streets light first so people can see," the sun said. So it began to shine. First it was only a yellow light on the side of the house, but soon it filled the whole street. Then Henry's papa put out the light on his wagon because he did not need it any more.

"What must I do now?" said the sun. The streets were all wet for it had been raining. "That will never do. Some children have no rubbershoes," said the sun. So it shone very hard on the wet streets and soon they were all dry.

"And what must I do now? Why here is a poor little gray kitten all curled up in a corner because it is so cold. That will never do." The sun shone and shone on the little kitten till it was quite warm, and jumped up and fluffed its tail and ran away.

"Now I must wake the children or they will be late to school," said the sun. It went to Henry's window and peeped in. It did not see Henry at first, but then it came further into the room and there was Henry fast asleep.

"Come Henry," said his mother. "The sun is up. You must not be late."

Henry jumped out of bed. And so the day began.

LITTLE CLOWN

I have a little circus clown
As funny as can be
Every time I laugh at him
He only smiles at me.

—Nancy Lewis, age 5, Moraine Park School.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Attractive Working Conditions

MAMIE ETHEREDGE, *State Normal College, Natchitoches, Louisiana*

The newer buildings throughout the country show improvement in provisions for modern teaching of young children. The National Kindergarten and Elementary College at Evanston, Illinois, is the most complete in this regard of any building we have been fortunate enough to see. From Nursery school through the earlier grades it seems to have embodied all our dreams. Visit it if you are planning to build. But if you are making the most of an old building, try to create as attractive quarters as are described below.

THE EDITOR.

LET me picture our quarters. At last I have the floor space, have my walls retinted in a light shade of ivory, and have folding tables, a chair for each child, cabinet, sandtable, worktable, reading table, etc. We call our big room the living room; in it we have our tables when needed, a reading table, sandtable, grafonola, some good pictures, an easel, bulletin board, blackboards all freshened up, two American flags (small size) draped usually over our calendar or our healthchart, a stand for our goldfish, Dick, our little canary bird hanging in a sunny, airy spot, and some potted ferns.

One of our practice rooms off the living room we call the playroom; here we keep all the play material and the toys.

It has in it at present, the Doll's Department Store (made from orange crates) and a doll house (also homemade). The children are at work sewing for the dolls and making furniture. They have finished the bed, several chairs, a settee, a flower stand, and a chest for all the doll clothes; the dining table is almost completed. They have just begun the dining chairs and dressing table.

Another practice room off the living room, we call the workroom; here we keep all of the working materials, work table, and tools. We have a large cabinet with built in shelves fitted into one side of the wall with baseboard on top for putting up unfinished work. The children can find their own materials, then put them away, then put tools all back in place. We have another smaller cabinet of shelves where they keep their pencils, cut-out pictures, doll patterns, domino cards, old catalogues, and similar types of material. The other practice room off the living room is my office.

The first practice room adjoining our room off the hallway, we call the library. The children take a great deal of pride in this spot. We are trying to have it the beautiful corner in our apartment. Here we keep our bookcase and have a

round reading table large enough to accommodate eight or ten children. We also have a cane couch, a stand with a lovely fern on it, and some of our best pictures hung low enough for the children to observe and learn to appreciate. Some of the little girls have made a scarf for the library table in outline embroidery, putting lace around the

edge, and finishing it off with chain stitch; a sofa pillow and a runner for the bookcase are of the same type. The practice room next to the library we call the kitchenette. We hope some day to fit it up for a little kitchen. The kindergarten is using it at present for their lunch things, and for washing their own dishes after serving.

What Should Be the Possessions of a Primary Teacher?

HELEN M. REYNOLDS

KNOWLEDGES

a. An intimate knowledge of the background of the homes from which the children come, their resources, their problems of all sorts.

b. A knowledge of the out-of-doors—birds, flowers, trees, animals, the wonders of beach and woods.

c. A knowledge of the industrial life surrounding the children, the ways and work of their environment.

d. A knowledge of story, poetry, song, and picture which may make beautiful the everyday.

e. A working knowledge of the psychology of child life and its resultant educational philosophy gained through applied study of children and psychology. (Judd, Buswell, Baldwin, Gesell, James, Thorndike, Dewey, Kilpatrick.)

f. A working knowledge of the most progressive types of practice based on modern psychology and educational philosophy. (Familiarity with writings of Patty Hill, Moore, Temple, Parker, and Pratt.)

SKILLS

a. Skill in the habitual use in the day's work of progressive procedures.

b. Skill in planning the day's work to develop in the children the habit of happy, self-reliant work on their own part.

c. Skill in the arts which we desire the children to acquire—drawing, painting, cutting, working in clay, wood, and cardboard, skill in singing child songs, skill in games, skill in expressive reading.

ATTITUDES, APPRECIATIONS, DISPOSITIONS

a. The disposition to regard each child as an individual to be sympathetically helped toward the realization of his capacities, be they small or great.

b. A cheerful, hopeful attitude toward working conditions—a disposition to make use of the possibilities while endeavoring to remove unnecessary limitations.

c. An open minded student attitude toward new movements in primary education, and the disposition to utilize the results of investigation in any way possible under present conditions.

*The Long Look in the Professional Life¹*MINNA KERR, *Florida State College for Women*

"Why are so many women out of the game in professional life at the very age when men are at the height of their power and usefulness?" This question was put to me last summer by the director of a large staff. "I have six women of real ability at this very time out of the running when they ought to be ready to give their largest service and most valuable contribution in the profession."

During the past two years in my experience as executive of the American Association of University Women, many university women have come to my office for counsel and assistance, who in the late forties and fifties suddenly found themselves without a position in the schools, business houses, or organizations which they had been serving. Most superintendents and heads of schools in seeking teachers specify that women candidates must be under forty-five, forty, even thirty-five. One president of a college last year said he would not consider for dean of women in his coeducational college anyone who had reached thirty-five. Is experience a liability instead of an asset to business and professional women?

What reasons and explanations lie behind these conditions? What can women do to obtain a longer period of professional and economic opportunity? How can universities, colleges, and organizations teach, guide, assist women? So many young women, in their normal

and right expectation of marriage, do not, like young men, plan early in high school and college, on preparation and training for a business or profession to extend over a lifetime. They plan temporarily for work over one to five years instead of forty to fifty years. Then they find themselves at forty-five no longer desired in work where good looks, youth, swiftness, and adaptability to routine are most prized by the employer; and they have not the training for the larger service of older years in technical knowledge, construction, executive direction, and judgment. A woman of forty or fifty, at the height of her powers, should not have to stop to work for a Ph.D. or M.D. We need to teach our girls in high school and college to take the long look in preparation for professional life. They may not marry. They may have an invalid husband and five children to support; the husband may die or desert; the economic responsibility may be greatly increased rather than decreased by the fact of marriage.

Women must not ask special favor because they are women. Not long ago an able woman lawyer complained, "I have to know twice as much as any man lawyer concerned to get equal opportunity." That is true in law, medicine, education, other lines of work. Women at the present time do have to excel men in ability, knowledge, and technical skill to get equal recognition, promotion, and salary. We should rather have it thus than to have special concessions made to women as women. It is better for us to be forced to higher standards than to be permitted to think ourselves

¹ Address before National Council of Primary Education Department of Superintendence, National Education Association, February 24, 1926, Washington, D. C.

successful measured by lower standards than those applied to men. We must be content with nothing less than the highest and finest scholarship and skill in the fields which we have chosen.

Then there is the most important factor of health retained through the forties, fifties, and sixties. I once heard an experienced physician say, "If a woman can keep health unimpaired up to forty, there is good promise of health and strength through the next twenty-five years." Somehow, we must show our girls in their teens and twenties that silk stockings combined with fur coats on a bitter January day bear a stern cause and effect relationship to the health of later years, that four to six hours of sleep night after night may not bring immediate exhaustion, but that nature will exact certain payment later on for the hours of rest stolen for long motor drives by night, movies, dances prolonged to early morning hours, and overwork. Women students, teachers, lawyers, physicians overwork with too long hours, too much tense nervous concern, too great attention to details, and too little play. Women teachers flock to the summer school, work straight through vacations and holidays. We need to learn to "sit more lightly in the saddle of life." Sometimes I think we professional women all should learn to play golf, hunt, sail a boat, or travel on corresponding roads to poise, recreation, health of mind and body. Many women have proved that they can work on through the forties, fifties, sixties, with as much endurance and steadiness as is usual with men. It can be done and is done.

The next lesson to be learned by more women is that of concentration. We let ourselves in teaching be made responsible

for so much outside work, student activities, social matters, community interests, that our energies are widely dispersed. We suffer in high technical skill, scholarly contribution in a field, so in advancement and salary. Moreover, on women in all business and professions there are demands made by families, churches, organizations, and community needs. Such services, many of them most valuable and most precious to society and family life, are undoubtedly handicaps to women in professional life. "*I have never felt the need of a husband, I have often felt the need of a wife,*" said an older woman just retiring from professional life.

Perhaps, for our own protection and safety later in life, some of us must be more selfish economically and financially. Most of the women past thirty-five, whom I know, are caring for aged parents, supporting invalid relatives, educating sons and daughters, nephews and nieces, helping out in brothers' and sisters' families, putting able boys and girls without means through school and college, making large gifts to their university and college endowments and all kinds of education and social service organizations. These women reach later life with nothing saved or invested. They may not have been extravagant in spending on themselves. They have spent on others and not thought of their own later years. "My family needed it," so many women have said in my office. Perhaps we must mix some measure of worldly wisdom with our generosity. Women need to learn to invest a percentage of their earnings regularly, as soon as debts for their education are paid, and in spite of many demands from family and public interests.

Again, on the other hand, many women do not assume any responsibility or make any connections as citizens of the community in which they hold positions. One woman, who had lived and worked in a certain city and attended a certain church for thirty years, was asked year after year by the pastor to bring her church letter, but always replied, "No, I do not know how long I will stay here, and think I had better keep it in my home town." We need to register and cast our vote, join a church, attach ourselves to clubs and organizations in the states, cities, towns where we earn our living, have protection and public service as citizens.

Women, of this modern age, like men, must learn the method of open discussions across a table. Difficulties, problems, differences of policies, in professional life and in organizations, should be placed upon the table openly and frankly. Work should be done on the table and not under it. Every aspect of a question should be presented, every argument for and against should be clearly set forth, and a definite decision arrived at in the open. Women, like men, will never permanently succeed by the outworn methods of secrecy, evasiveness, and craft. Out of many points of view, out of pre-experiences of many people will come the wisest conclusions, the wisest action. Sometimes it seems as if human beings found not the truth, but bits of truth which must patiently be put together. Francis Parker in the fullness of his experience once wrote: "The greatest discovery of the nineteenth century is that of suspended judgment." This, we women must learn if we are to take the long look in our wider opportunities.

"If women are going to succeed in

professions, organizations, and public service, they must learn to stand by one another, and help one another, as men help men," said a man in Washington last year. "I needed an assistant chief of my bureau," he went on, and appointed a woman from the women on the staff. All the women protested. I told them to name the woman from their number whom they wanted and I would appoint her. They said, "We do not want a woman but a man as assistant chief."

Last year a group of alumnae of the college for women of which a man is president, were talking together. One alumna said that she hoped, when there came in the order of time a change of administration, the next president would be a woman. All the other alumnae in the group protested that they never wished to see a woman president of their college. These alumnae did not see that the greatest justification of the faith and vision of the founder of their college would be in educating women able to be presidents of that and of other colleges. The professional success of any woman contributes to the success of all women, the failure of any woman to the failure of all women. We should all be glad and proud of the strength, the power of any other woman, and help her on her way. To strike by word or action another woman in her professional life is unworthy. It is hard enough for any man to succeed, harder yet for any woman. Let us take the long look and teach younger women to take the long look in the professional life. Let us, every one of us, do all we can to better conditions for women, help every individual woman who turns to us, support, cheer, strengthen one another, with "conquering fellowship and undefeated faith."

The Kansas City Exhibit of Children's Work

MURIEL ALGEO and VIRGINIA DILL

THE exhibit of children's work at the International Kindergarten Union Convention in Kansas City was planned with two definite aims in view: first, to display representative work of the children of the public school kindergartens and first grades; and second, to have the exhibit in a convenient location where delegates would feel free to examine it.

While most of the activities and projects in the kindergartens of Kansas City are worked out on a large scale so that the children can *play in* rather than *play with* them, the Zoo and Union Station, worked out in miniature, were chosen because space in the exhibit room was too limited to show projects of the larger and more universal type.

Swope Park (picture I) with its zoo and shelter-house was reproduced in blocks and paper construction after the children had visited the park. This project and the Union Station (picture II) were chosen for the exhibit because of their universal interest to all children. The animal and bird life of the park as well as the engines, trains, and busses at the station gave splendid reasons for constructing the objects shown. Free drawings and paintings made by individual children were exhibited on panels about the room.

The painting corner, with its easel,

paper rug, paint holder, and little artist (picture III) was as nearly as possible a reproduction of the painting corner in the average kindergarten room. The horse (picture III) with his rope tail and mane and paper head was indeed a "fiery steed" and much beloved by the children who made him.

The daily visit of the postman to the school, as well as the homes, directed the children's interest in his work. The post office, shown in picture IV, was the result of this interest. A trip to the down-town post office was made. The kindly coöperation and assistance of the postmaster gave the children a rich experience. The school post office was built of fruit crates covered with craft paper. The insides of the boxes formed the inner walls and furnished storage for stamps, bags, mail, caps, etc. The following signs, written by the children, were used in the post office: Stamps, Mail Letters Here, Mail Packages Here, Delivery Closes.

The little postman with cap and bag gave spring greeting cards and letters, which had been made by the children, to all who visited the exhibit. Visitors enjoyed opening mail which said:

We are glad you are here.
Welcome to Kansas City!
We are glad to see you.
We are glad you came.
We hope you are happy.



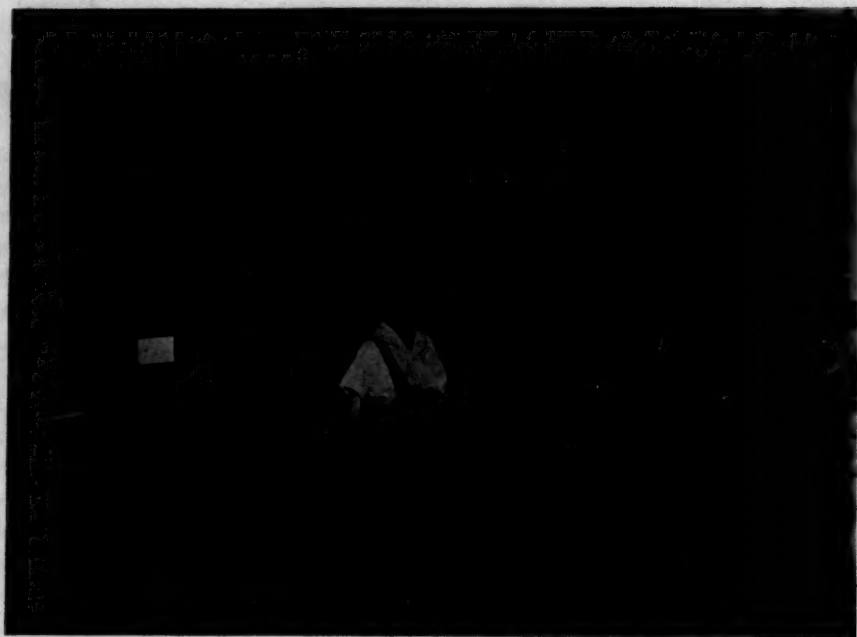
I. ZOO AND SHELTER HOUSE



II. THE UNION STATION



III. THE ARTIST IN ACTION



IV. THE POSTMAN'S PROFESSIONAL SMILE

From the Foreign Field

The Kindergarten in Russia. Part I

VERA FEDIAEVSKY

I think that perhaps the situations of our kindergartens might be of some interest for American pedagogues, and therefore I send you my article, *The Kindergarten in Russia*. My aim is not to praise and not to criticise, but only to give a true picture.

By profession I am a pedagogue and a lecturer of the methods of pre-school work in the pedagogical Technicum in Moscow, where I am directing the practice of students in kindergartens.—*Extract from letter accompanying manuscript.*

With the advent of the revolution the kindergarten in Russia began to occupy a new place. Before the revolution there had been only private kindergartens, following divers systems of education. Immediately after the revolution as far back as 1917, pre-school work was recognized as a thing of state necessity. The aim in view was to make the kindergartens obligatory for all. It was thought possible to have sufficient pre-school institutions twenty years hence to satisfy the whole of the population.

GROWTH OF PRE-SCHOOL EDUCATION

Kindergartens and hearths, the latter being kindergartens in which children stay during the whole of the day, began rapidly to increase in number. They attained their maximum in 1922. But, on the one hand, the maintenance of a great number of pre-school institutions proved to be too great a burden for the state; and on the other hand, the number of teachers, properly trained for the work, was insufficient. In conjunction with all these circumstances the number of pre-school institutions was greatly reduced. This was compensated for by the fact that the remaining kindergartens were placed in improved hygienical and pedagogical conditions.

Beginning with January 1925, the network of kindergartens began to spread anew. At the present moment, there are 1135 kindergartens and hearths in the

U. S. S. R. containing 60,176 children. Besides these there exist a limited number of private kindergartens. There are also pre-school infant homes. Also children's rooms for children of pre-school age are attached to workers' clubs. In summer, temporary play grounds for pre-school children are arranged in villages and towns. The majority of pre-school institutions is naturally to be found in towns. Three per cent of all town pre-school children go to these, and in Moscow, as much as ten per cent.

These figures are taken from the data of the central statistic administration relating to the entire union. By the autumn of 1925 in the R. S. F. S. R. there were 766 kindergartens and hearths, 387 infant homes, 300 children's rooms attached to clubs, and 1500 play grounds in summer. During this period three all-Russian congresses on Pre-school Education were convoked; the first in 1919, the second in 1921, the third in 1924. The fourth is designed to take place in 1927.

RADICAL METHODS

As regards the methods of work in kindergartens, the Soviet Government did not at first have any educational system of its own, and accepted of previously existing systems that which was considered the most radical and which we call the system of "free education." Its essence consists in studying the child and bringing it up in accordance with

the peculiarities of its stage of development. The child must exhaust each stage of its development and all the materials contained in its nature. The child must neither be forced on in its development nor held back. The kindergarten does not aim at furnishing the child with novelty but merely at setting in order that which has been acquired previously. Experience is the starting point of this method, it is teaching by doing. Talks are possible only on that which the child has seen or on that which can be shown. Children live their childish lives. There is neither day-program nor curriculum, nor are there any themes which it is obligatory to work out in kindergartens.

Every child in a group occupies itself as it likes. The teacher's part is that of organizer of the child's life, and as this last depends in a great measure on the child's environment it is incumbent upon the teacher to study this environment. The child is to become in time a member of society, and the rudiments of self government must, therefore, be taught it even at a pre-school age. It is certain that the activity of kindergartens was hampered by the fear of communicating anything new to children or of suggesting to them any themes whatsoever, and by the obligation of talking to them only of what they had seen, as well as by the absence of a program to be worked out. But it also lies beyond doubt that the aspiration to call forth the child's characteristics and the wish to accord the work of education with the peculiarities of each age formed a sound foundation of free pre-school education. Unfortunately, the followers of a system often pervert it. We know that Froebel was a fervent propagandist of the freedom and creative activity of children, but his followers managed to transform the kindergarten into a place of lifeless routine. Such was also the case with the ideas of free education.

Many kindergarten teachers, devoid of thoughtfulness and experience, took free education to mean a total lack of interference in the life of the child. This idea

was often carried to absurd lengths. A child would stick scissors in its mouth, you must not stop it. A child in dirty rubbers climbs on to the table, you cannot forbid its doing so. There existed teachers who would not give paper and pencils to children, this being "an attainment of a later period of human development." The children fight and quarrel, you must not prevent them. On the other hand, when the children are dull, the teacher does not dare to teach them any game, for they must invent games by themselves. The teacher has not even the right to suggest any task or to stimulate activity. This "all must come from the child" was carried to such lengths as to become a caricature. An unimaginable state of chaos reigned in many kindergartens. It is obvious that such a state of things was bound to provoke a reaction. Many pedagogues felt that the methods of work had to be altered somehow.

SOVIET REVISION

The Soviet Government, on the other hand, was gaining ground and demanded a revision of educational work in accordance with communistic aims. The need of a revision of the methods of kindergarten work had been spoken of as far back as the second Pre-school Congress. By the time the third congress took place, a new current of thought had shaped itself. It was this last which determined the direction of kindergarten work for the following years, and of which we shall speak later.

But modern practice even after having given up "free pre-school education," still retained some of the attainments worked out by it.

1. The recognition of the children's right to group themselves according to their interests; for instance, in a group of five-year-olds, three play with sand, two play at horses, and eight children draw or build.

2. Instead of Froebel occupations, chil-

dren are set to build and to busy themselves with the rudiments of joiner's work and to perform divers other tasks calculated to exercise the larger muscles.

3. Interest is taken in the child's environment.

4. Recognition of the necessity of a cer-

tain measure of self-government in a kindergarten.

The last two items are even strongly developed in the new system and form an important feature of the principles on which it is based.

(To be continued)

N. E. A. KINDERGARTEN PROGRAM VITAL

A strong program was offered by the Kindergarten Department of the National Education Association in convention at Philadelphia. The theme of the first program was Contributions of the Nursery School to Kindergarten-Primary Education. It included: *Training the Nursery School Child*, Harriet M. Johnson, director of the nursery school, Bureau of Educational Experiments, New York City; *Training the Parent Through the Nursery School*, Abigail Eliot, director of the Ruggles Street Nursery School and Training Center, Boston, Massachusetts; *Training the Teachers of Nursery Schools*, Patty Smith Hill, director, Department of Kindergarten-First Grade Education, Teachers College, Columbia University; Motion picture of the Manhattanville Nursery School, New York City.

Experimental Studies in Kindergarten-Primary Education was the theme of the second program, which was: *Relation of the Classroom Teacher to Research*, John K. Norton, director, research division, National Education Association; *A Study of Excursions in the Kindergarten*, Helen Coe Clowes, and Florence Edwards, critic and training teachers in the Cleveland Kindergarten-Primary Training School, Cleveland, Ohio; Lantern slides illustrating the Excursion Study.

A few of these outstanding addresses will appear in the next number of CHILDHOOD EDUCATION.

THOUGHTS

My thoughts are like a silvery sea
They ripple as they come to me;
Sometimes they come quite quietly
Sometimes they rush like waves in glee
So merrily.

My thoughts are like a springtime flower
Rosy and pink like dawn's first hour
My thoughts are like a thunder shower
Full of magic, full of power.

—Mary Jane Strang, age 8, Moraine Park School.

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

May Murray—An Appreciation

The International Kindergarten Union—May Murray—the two names have stood together for many years, and to speak of one has brought to mind the other. During more than a third of its existence, she has held a position of such importance in shaping its destiny that she must receive a generous measure of recognition for whatever success it has had. In its last and most spectacular achievement, that double act of founding its own journal and establishing a permanent home in Washington, it is peculiarly and deeply indebted to her devotion and to her clear vision for the success that has crowned this effort.

Few of us are fortunate enough to reap the rewards of appreciation for the work we do. In the stress and strain of daily effort, there comes no opportune time for the expression of the recognition of our worthwhile work by our colleagues. In resigning to enjoy some well-earned leisure, Miss Murray gives the International Kindergarten Union the appropriate moment to

say to her how conscious its members are of the tower of strength she has been in its growth. The united International Kindergarten Union, as a whole and as individuals, welcomes this moment to say to her with deep affection and sincere appreciation, "Well done, thou good and faithful servant."

No appreciation of Miss Murray will seem to her adequate without recognition of the silent but faithful service of her associate, Mabel Osgood, whose work has been of inestimable value. Sincerity, dependability, loyalty have been their watchwords, and with them they have built a firm foundation for future achievement by the International Kindergarten Union and its journal, *CHILDHOOD EDUCATION*. Looking today at what has been accomplished may we in the same spirit, heartened by what they have done, go forward to wider vision and ever more worthy effort.

ELLA RUTH BOYCE.

New Officers

President, Alice Temple, Chicago, Ill.

First Vice-President, Grace L. Brown, Cleveland, Ohio.

Second Vice-President, Marion B. Barbour, Chico, Calif.

Recording Secretary, Margaret C. Holmes, Brooklyn, N. Y.

Corresponding Secretary and Treasurer, Bertha M. Barwis, Trenton, N. J.

Executive Secretary and Assistant Treasurer, LuVerne Crabtree, Washington, D. C.

New Branches

Kindergarten Primary Club, Fresno, Calif.

Kindergarten Club, Wichita, Kans.

Pontiac Kindergarten Club, Pontiac, Mich.

Kindergarten-Primary Department, Mississippi State College for Women, Columbus, Miss. (Associate Branch).

East Orange Kindergarten Association, East Orange, N. J.

Mt. Vernon Kindergarten Association, Mount Vernon, N. Y.

Madison Kindergarten Council, Madison, Wis.

Report of the Thirty-Third Annual Meeting of the International Kindergarten Union, Kansas City, Missouri

LOUISE M. ALDER, *Recording Secretary*

It is with a sense of satisfaction and pleasure that those who were fortunate enough to attend the convention in Kansas City, May third to eighth, look back upon it. The program was practical, helpful, and forward-looking. The meetings were well attended. The charm of the weather, the beauty of the city in its fresh green of spring, and the graciousness and efficiency of our hostesses conspired to make it one of the most delightful as well as successful of conventions.

EXTENSION OF INTEREST—CONVENTION KEYNOTE

The general subject of the convention was curriculum and organization problems in the Nursery-Kindergarten-Primary Unit. This topic is an indication that the *International Kindergarten Union is enlarging its field of service* through the consideration of problems not alone of the child in the four and five year period but of the more extended period from two to eight years as well. This extension of interest does not indicate a desire to serve with less efficiency the four and five year period, but rather indicates a sincere belief that *we cannot in an adequate way serve any period of the child's life if we study it in isolation*, if we fail to consider the characteristics and needs of the preceeding and following periods. As we study the problems of this more extended period we find that we are serving a much broader field of workers with young children. We ourselves are gaining in breadth

of vision as we work shoulder to shoulder with workers whose background, whose method of approach, and whose experience may have been somewhat different from our own. Each group of workers has its contribution to offer to the solution of our common problem.

At least two of our meetings made a strong appeal to parents as well as to supervisors and teachers of young children. These were our opening meeting, the main address of which was *Character Education*, by H. B. Wilson, Superintendent of Schools, Berkeley, California, and the meeting of Thursday evening, the general topic of which was, *Present Tendencies in the Training of the Pre-Kindergarten Child*. At the latter meeting Dr. Ada Hart Arlitt, University of Cincinnati, spoke on *Some Mental Hygiene Aspects of the Pre-School Period*, Miss Elizabeth Brugger of the Kindergarten-Primary Training School of Cleveland, Ohio on *A Nursery School Program*, and Miss Patty S. Hill of Teachers College, Columbia University, on *Varying Types of Nursery Schools*. A few of the important thoughts which were emphasized by the different speakers follow:

NURSERY SCHOOL CONTRIBUTIONS AND DANGERS

Nursery School workers, because of the small number of children whom they serve, the long hours during which they have their children in charge, and the coöperation of specialists in child psychology and hygiene

hope to be able to make a definite contribution toward the solution of problems of child development; not only for the child from two to four, but for the child during the kindergarten and primary periods as well. It was prophesied that in time our school age would be lowered to two years, but it was urged that no attempt should be made to press the nursery school into the public school system until there are a sufficient number of carefully trained nursery teachers, so that the work may be begun in an efficient and scientific way. Enthusiasts are urged not to rush into the work without adequate preparation; the younger the child the longer the preparation required. Miss Hill pointed out the fact that the term pre-school is an unfortunate term to use. The so-called pre-school period includes the years from birth to four—the pre-kindergarten period, and from four to six—the kindergarten period; and we consider this latter period a regular part of the public school system.

READING READINESS—A KINDERGARTEN FUNCTION

Continuity of kindergarten-primary work was well emphasized in the meeting on the subject of Reading Readiness and Reading in charge of Miss Margaret C. Holmes, chairman of the Committee on Literature and Reading Readiness. Dr. Wm. S. Gray, University of Chicago, spoke upon *Problems Relating to Early Stages in Learning to Read*.

Dr. Gray said in part that few kindergartners had had clearly in mind the definite steps that should be taken to prepare children for beginning reading in the first grade. Whatever a child is ready for at any age depends not only upon his physical and mental maturity but also upon the experiences he has had up to this time. One of the teacher's big responsibilities is *not only to teach the thing which must be learned today but to open minds to ideas which are to be gained later*. By the end of the kindergarten period we should have prepared the child's

mind so that he will be eager and ready to learn to read.

A paper by Miss Mary Reed of Teachers College was read telling of studies which are being made to learn the reactions of children which show reading readiness. Miss Frances Berry of Baltimore told of a test for reading readiness which has been devised by herself and others and is now being put to trial in Baltimore to determine its validity. Both of these tests are still in the experimental stage.

Miss Marjorie Hardy of the School of Education, University of Chicago, spoke upon the value of objectives of the pre-primer period. She said that the pre-primer time is the time to provide the child with socialized experiences.

TO BE OR NOT TO BE PLATOON

A subject which brought many principals as well as kindergarten and primary teachers to the meeting, was *Types of Classroom Organization for Kindergarten and Primary Grades*.

Mr. W. T. Kennedy, Director of Platoon Schools, Pittsburgh, Pennsylvania, gave a good picture of this type of school in operation, with reasons for each phase of the organization. Mr. H. B. Wilson, Superintendent of Schools, Berkeley, California, spoke against the platoon form of organization under the subject of *Formal Versus Natural Procedures in Education*. Mr. Wilson described a modern social school which has a form more flexible, less mechanical, and as he thinks, better adapted to young children. This school, like the platoon school, contains its gymnasium, assembly room, its domestic science and manual training rooms, its library, its art room, and perhaps its nature room, to which young children go, often with their own room teacher. Little children need the more intimate contact with one teacher who knows individual needs and can, therefore, guide each child intelligently.

Miss Elga Shearer described the Long

Beach, California organization, the kindergarten-primary unit, with one large work room in the center and a smaller room at each end. The children work under three teachers, one of whom is a specialist. The three teachers plan together and see that the work is well coördinated. There is far more opportunity for flexibility than when the unit of organization is the whole school.

Mr. G. W. Diemer, director of Teachers College of Kansas City, in discussing the preceding papers said that, while he is a friend of the platoon system, he did not feel sure that it was the best form of organization for the grades below the fourth. A type of school organization can be justified only on the basis of the growing child. He feels that certain subjects such as art, music, and physical education should be taught by specialists, but he added that any specialist who teaches in primary grades should have taken kindergarten-primary training in order that she may have a thorough knowledge of the nature and needs of young children.

ANALYTIC VERSUS ATMOSPHERIC SUPERVISION

Another subject which made a very general appeal and drew to the Wednesday evening meeting school principals and superintendents as well as supervisors and teachers was the Improvement of Teaching through Supervision. Dr. Wm. S. Burton of the University of Cincinnati spoke on *What the Teacher Has a Right to Expect from Supervision*. Miss Mary E. Pennell spoke on *The Responsibility of the Supervisor in Character Building*, and Miss Eleanor Johnson, supervisor of primary grades, Oklahoma City, presented *A Supervisory Program*. Since these papers will be printed in *Childhood Education* later in the year only a few suggestions from the meeting will be given at this time.

Supervision, to be helpful, must be analytic and not atmospheric. The supervisor must be able to analyze the situation, determine exactly the cause of the difficulty and be able

to give definite and specific suggestions of remedy. She must be constructive and must concentrate on only one objective at a time; only a few each year. A supervisor should realize that she must estimate her own work in terms of pupil growth and of teacher growth. She must regard the success or failure of her teachers as those of herself.

CONTINUITY IN CURRICULUM ACTIVITIES

Continuity in Curriculum Activities was the general topic of a meeting in charge of Miss Louise M. Alder, Milwaukee Normal School. Miss Patty Hill opened the discussion setting forth some of the principles which should underlie the making of curricula. There followed several talks on continuity in various types of expression through the kindergarten, first and second grades. Miss Agnes Rice of Chicago spoke on *Continuity in Expression with Materials*. Miss Blanche Lovett, State Normal School, Milwaukee, Wisconsin, of *Continuity in Play Activities*, and Miss Maybelle Glenn of Kansas City, Missouri, of *Continuity of Musical Expression*. Following these talks were several five minute discussions from the floor on continuity in other types of activity. Miss Mary Dabney Davis, Nursery-Kindergarten-Primary Specialist in the Bureau of Education, Washington, then showed films which illustrated in a very interesting graphic way this same principle of continuity of activity on the different age levels which had been discussed through the afternoon. This program helped us to realize that in many progressive centers carefully coördinated curricula are being developed, which are meeting the needs of the children on their respective levels, and are making the nursery, kindergarten, and primary grades a unit of work.

OBSERVATION TOUR WELL ORGANIZED

One of the most helpful and inspirational features of the convention was the visiting of schools. The success of the morning

devoted to observation was due not only to the very strong and progressive type of teaching everywhere seen, with its fine continuity between kindergarten-primary grades; but also to the careful organization of plans for the observation. Teachers were asked to indicate at registration the type of activity they wished to observe. They were then conducted in groups of about twenty-five to a given school where they observed children engaged in (1) oral language, (2) work with materials, (3) activities related to reading, or (4) music, in three successive classrooms, kindergarten, first grade, and either second or third grade. This gave a very fine opportunity to see continuity of a single type of activity on three different grade levels. At each room observers were given sheets containing information about the children, their mental rating and their previous experiences, which would bear directly upon the work in hand and would lead to a better understanding of what was seen. Following the observation in the three classrooms the respective groups met in a room in the building and, under the leadership of a supervisor or training teacher who had been previously appointed, discussed the work observed.

DELEGATES DAY SPIRITED DEMONSTRATION

Delegates Day was made very colorful by the members of each state carrying banners or wearing gay insignia appropriate to the state. After a brief business meeting at which reports of the officers were heard the meeting was turned over by Miss Temple to the officers of the day, Miss Mary Dabney Davis, First Vice-President, and Miss Marion Barbour, Second Vice-President. The representatives of each state in turn came forward to the platform, the reporting delegate made a two minute talk setting forth the present status of the kindergarten in the state, the progress which had been made during the year and the projects undertaken; then a state song was sung and often favors representing the state distributed. There was much enthusiasm and a

fine feeling of fellowship. Nearly all states reported and most of them stated gratifying progress in kindergarten extension and in professional advancement.

Five foreign lands were represented by delegates, some in native costume. Japan had five representatives, Bulgaria one, Mexico two, and England one. Miss Julia Wade Abbott, who last summer had represented the International Kindergarten Union at the World Conference on Education held in Edinburgh, Scotland, gave a brief report of that wonderful meeting. We rejoiced that this great convention so felt the importance of the early years that it passed the following resolutions:

Edinburgh—Resolutions of the Pre-School Section

In view of the supreme educational importance of the first years of childhood, provision should be made in every educational system for a type of education suited to the needs for that period. Such education, whether given in the home or in special groups, should include the formation of desirable physical habits, mental attitudes, and character traits in an environment conducive to freedom, health, and joy of living.

That pre-school education should be in charge of persons specially trained for the purpose in both mental and physical ways, and should be carried on when in special groups in close cooperation with parents. Public funds should be available for such education, and every encouragement should be given to research in this field.

The seven ex-presidents who were present at the convention, Mrs. Page and the Misses Aborn, Laws, Hill, Watkins, McCullough, and Boyce, had been asked to sit upon the platform and to award the flag to the delegation having the most unique feature. The award was made to Pennsylvania because of its striking patriotic invitation to the N. E. A. Meeting in Philadelphia this summer. The delegates wore brown paper hats each shaped like the Liberty Bell and tolled out first on one key and then on another their invitation to the tune of *Come, Come, People, Come*.

The delegates from Minnesota were given honorable mention because of the beauty and appropriateness of their Indian costumes, song, and dance.

Following the program the delegates were driven in some three hundred cars over the viaduct into Kansas City, Kansas, where the kindergartners of that state were hostesses at a charming May Day luncheon. Then came a drive through the beautiful boulevards of Kansas City, Missouri, to the Mission Hill Club House where in a lovely spring time setting the kindergarten and first grade teachers of the city gave a delightful tea.

Another pleasant social courtesy had been extended to the convention earlier in the week when the Woman's City Club had entertained with a tea in their attractive club rooms.

MISS ABORN—A BORN TOASTMISTRESS

The Convention closed on Friday Evening with a Symposium Dinner at which Miss Caroline D. Aborn was the gracious and humorous toastmistress. The speakers were leaders who have been doing especially interesting types of work. Each told of her work under the subject *My Professional Hobby*. Keen interest was aroused by the skilful and clever handling of the "hobbies." Miss Boyce spoke last and paid tribute to Miss May Murray, who after twelve years of service as our beloved secretary-treasurer, is leaving us. She presented to Miss Murray from her many I. K. U. friends a beautiful pocket book containing a bond and other money. This comes from the hearts of kindergartners in all parts of the country whose lives have touched hers and have been warmed by the contact.

At an earlier meeting of the convention Miss Murray's successor, Miss LuVerne Crabtree, was presented to us. She responded to her introduction with such graciousness and at once awakened in us such confidence that we feel we have been fortunate enough to secure, in Miss Crab-

tree, a worthy successor to our dear Miss Murray.

ON TO NEW HAVEN

Our next convention will be held in New Haven, Connecticut, this city having been chosen from the four extending invitations by the delegates resolved into a committee of the whole, since they voted not to accept the recommendation of the Committee on Time and Place. The committee had recommended that the final decision concerning the time and place be left in the hands of the Executive Board, pending the selection of the place of meeting of the Department of Superintendence. It was the hope of the Executive Board and of the Committee that we might try for one year meeting in the city in which the Superintendent's Convention meets, providing that a centrally located city suitable for our purpose be selected. According to their suggestion, our meeting was to take place immediately preceding or following the larger convention, the purpose being to invite the National Council of Primary Education and the Nursery School Group who convene at this time, to hold some of their meetings in common with us. It was not the feeling of the Board that these three organizations should lose their identity, for each has its own distinctive problems, but that our meeting together might establish a much closer affiliation for the working out of our many common problems.

While the Board and the Committee realized that there would be distinct losses in the carrying out of this larger plan, they felt that the gains which would come from a wider affiliation would overbalance these. At least they hoped to give it trial for one year.

Much, however, is to be said in favor of New Haven as our next convention city. Several times before she has cordially extended her invitation to us. We shall go with sincere anticipation of an inspirational meeting in this great university city of New England.

It is quite fitting that the record of this convention should close with the report of the Committee on Resolutions, since they express our sincere appreciation to our generous and efficient hostesses, and also give expression to some of our forward-looking policies.

Report of the Committee on Resolutions

Recognizing the distinct success of the thirty-third convention of the International Kindergarten Union at Kansas City, Missouri, we offer the following resolutions:

1. That for the pleasure and profit which we in attendance have derived from this gathering; and for the inspiration, higher ideals, and professional fellowship which we shall carry back to our associates in the several fields, we offer our heartiest thanks.

To Miss Alice Cusack and her various committees who have so ably provided for our convenience and our comfort;

To Supt. I. I. Cammack who has given unsparingly of his valued advice and loyal support;

To the principals and teachers of the Kansas City Schools who have opened their buildings and classrooms to us and have shared with us the fruits of their efforts;

To Mr. Rupert Peters, director of Visual Instruction, who has made it possible for us to profit from screen projections;

To Mr. O. H. Day, director of Vocational and Practical Arts; Mr. Roy A. Michael, supervisor of Manual Training; and the Boy Scouts, all of whom assisted in directing our transportation within the city;

To the Music Department which under the direction of Miss Mabelle Glenn and her associates has so generously contributed to our programs;

To the cooperative Council which has made available for each and every one of us the special I. K. U. number of the Teachers' Journal;

To the Woman's City Club which through their delightful reception gave us the pleasure of their hospitality;

To the Kansas State Kindergarten Association which so graciously entertained us at luncheon;

To the kindergarten and first grade teachers of Kansas City to whose kindness we are indebted for a most pleasant drive through the city and environs and a delightful reception at the Mission Hill Country Club;

To the Mission Hill Country Club who graciously offered us the use of their beautiful club rooms;

To all members of the public school system of Kansas City, who have contributed to the splendid exhibit of children's work made available to us;

To the members of the Parent-Teacher's Association and other local residents who have provided automobiles for our accommodation;

To the Chamber of Commerce of Kansas City which in innumerable ways has contributed to the success of the convention;

To the able speakers who have given freely of their time and talent; and

To all others who individually or collectively have through kind word or deed made fruitful this convention.

2. That we endorse most heartily the policy of the program committee in planning discussions comprehensive in scope and progressive in character.

3. That we continue our efforts to establish the policy of having the kindergarten considered and habitually referred to as an integral part of the school system.

4. That the International Kindergarten Union continue its efforts to effect an affiliation with the two groups of workers engaged in the education of young children whose fields of work are so clearly related to their own; namely, the National Council of Primary Education and the National Group of Nursery School Workers which held its first conference in Washington, D. C., February twenty-sixth and twenty-seventh, 1926. It is the sense of the Committee on Resolutions that such affiliation should involve meetings held simultaneously.

MARIE CASPER,

ROBERTA HEMINGWAY,

FRANCES McELROY,

CHARLOTTE POPE,

ELGA M. SHEARER, *Chairman*.

"Go Thou and Do Likewise"

A practise which deserves emulation is that of making it possible for foreign students to attend the conventions of the I. K. U.

All who were present at the Kansas City Convention remember the enthusiastic Bulgarian girl, Penka Kassabova, and the earnest Japanese girl, Fuji Moriguchi.

The National Kindergarten and Elementary College, Evanstown, Illinois, deserves praise for defraying the convention expenses of Miss Kassabova. The classes of the College paid her expenses through the interest of the Student Council in having her as their representative at the I. K. U. "The students were happy to render this service to Penka," writes Miss Baker, "and were pleased with the reports which she

brought back from the convention." It is Miss Kassabova's ambition not only to raise the standards of kindergartens in her own country, but to be the pioneer of the nursery movement there.

Miss Moriguchi graduated from the Perry Kindergarten Normal School, Boston, Massachusetts, June 5, 1926. She was sent to the I. K. U. convention by Boston kindergartners; Perry Kindergarten School teachers, students, and Alumnae Association; and Mrs. Helen M. Craig and various personal friends of Miss Moriguchi. Her expenses in Kansas City were paid by the local committee. Miss Moriguchi after taking the third year in the Perry Kindergarten Normal School will return to Japan to teach in Tokio.

Fifth Edition Story List Available

A fifth edition of the *Selected List of Poetry and Stories for Children in Kindergarten, First and Second Grades* has recently been printed and copies are now available at the regular prices: Single copy, by mail, 16 cents. 50 copies, \$6.00; postage additional according to parcel post zone. 100 copies, \$10.00; postage additional according to parcel post zone.

This list was compiled by the Literature Committee of the I. K. U. of 1918-1920, and has been in great demand. The latest edition will bring the total number of copies issued to 20,000.

Send orders to International Kindergarten Union, 1201 16th Street, N. W., Washington, D. C.

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race.

Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it, without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect, and every professional poet strives toward perfection.

—William Lyon Phelps.

The Reading Table

Teaching Dull and Retarded Children¹

H. B. Wilson, Superintendent of Schools, Berkeley, California, in his introduction to Dr. Inskeep's book writes:

This book is an effort to supply definite help and guidance to teachers in the interest of the better education of all handicapped children. While fundamental in its approach and scientific in its treatment throughout, it is primarily a practical handbook and guide in the details of the types of work which should be attempted with the dull child and with the procedures which should be employed in carrying this work forward.

What will save dull and retarded children from becoming failures? This practical volume, forged out of long study and experience in teaching atypical children, states that these two things above all others will save children of this class: *the will to control themselves and the consciousness that they can succeed when they have used their best efforts.*

The teacher's goal is the "training of self-controlled, self-supporting citizens." How can this goal be realized? To support her answer to this question Dr. Inskeep presents curriculum content that has been found successful in teaching children; games that will develop attention, concentration, and judgment; and projects that introduce life situations and capitalize the child's interest.

The understanding, hopeful, and constructive attitude of the book which teems with practical suggestions for the teachers of atypical classes is most stimulating. These quotations are illustrative:

¹ By Annie Dolman Inskeep. Published by The Macmillan Company, New York.

The teacher of retarded children must not expect to teach by the usual methods slowed down or made simpler. In all her work she must begin where the child is, but neither teacher nor child should stay down there.

Because of short memory span, lack of attention, and inability to concentrate, much more drill work must be done with dull and mentally retarded children than with normal or supernormal children. On the other hand, the drill periods, though more frequent, cannot be as long as for normal children.

Practically all mentally retarded children enter school with but a limited background of well-comprehended experiences upon which they can draw.—Language work, then, will concern itself with building up a vocabulary which will function as a talking vocabulary, a listening vocabulary, and a writing vocabulary.

In advanced work in sewing, woodwork, basketry, weaving, wherever possible, the commercial short cuts should be taught and work done, as nearly as equipment will permit, under the conditions that the child will meet on the job.

One of the problems in teaching the retarded child is to arouse his brain to the limit of its capacity. Because of his inferior brain power he often looks at things without exerting himself enough to really see them in detail.—He does not *will* to pay attention or to concentrate.

Approximately 60 pages are devoted to a discussion and description of games which any teacher can adapt to atypical classes. These games seek to develop the sense of sight and hearing, muscular coördination, memory, and a sense of weight and location.

Teachers will find this book readable and helpful.—MARGARET M. ALLTUCKER, Assistant Director Research Division, National Education Association.

*First Lessons in Learning to Study*¹

First Lessons in Learning to Study planned to precede the Learning to Study Series by Horn and Shields is distinctly a "work" book. In this respect it conforms to the purpose of the others of the series. This latest book is a silent reader intended to supplement other types of readers for children who are ready for the second semester of the first year's reading.

The preface clearly defines four classes of abilities a child needs in order to study effectively. These abilities, briefly stated, are:

1. Those needed in locating information:
Use of dictionary, index, reference material and libraries.
2. Those involved in accurate comprehension of what is read, selection and evaluation of pertinent items.
3. Those involved in organizing data according to immediate need.
4. Those needed to aid in remembering what has been read.

Though each type of abilities is considered to some degree, it is the second class which this first book seeks to emphasize. These are developed in several ways:

1. By asking questions.
2. By giving directions to be followed.
3. By indicating at the beginning of the lesson certain important points which will be made.

¹ By Ernest Horn, Prudence Cutright, and Madeline Darrough Horn. Published by Ginn and Company.

4. By true and false exercises.
5. By riddles.
6. By references to information given on other pages.
7. By childlike situations to be met:
 - a. Those requiring close observation.
 - b. Those involving common sense.
 - c. Those involving moral values.

The subject matter of *First Lessons in Learning to Study* is within the possible experiences of many children, and is so presented that it helps to crystallize and extend these experiences and to guide present behavior.

Accurate information is given in an intriguing way. Would not the use of such a book develop in children the habit of going to books for help when facts are needed?

The vocabulary, as the preface states, is based upon words found in several good primers, and the material has been scientifically graded to insure gradual increase in difficulty and to preserve the continuity of the series.

The physical make-up of *First Lessons in Learning to Study* meets certain accepted standards as to length of line, size of type, quality of printing, arrangement of page, as well as color and action of pictures.

There is need for a book so in accord with the present educational tendency that it places tools for independent thinking and acting in the hands of young children.—
ROBERTA HEMINGWAY, *Washington, D. C.*

*There is a destiny that makes us brothers:
None goes his way alone:
All that we send into the lives of others
Comes back into our own.*

—EDWIN MARKHAM.

Among the Magazines

PROGRESSIVE EDUCATION in its spring issue covering April, May, and June has made a valuable contribution to all education in its presentation of *Creative Expression through Art*. Its editorial announcement tells us that "this number is an attempt to give some idea of the type of creative work being done by children." This attempt is so successful that every teacher will benefit by studying it.

The first article is a discussion by Hughes Mearns of *The Creative Spirit and Its Significance for Education*. We quote the following as a statement of the value for children of creative effort. "To the unbeliever, then I address myself when I would tell of the creative spirit and its manifestations; and also, of course, to those who believe but would have their faith strengthened. . . . One needs to emphasize here that the modern discovery of the child as artist is co-incident with the realization of the beauty of primitive art generally. The child is a genuine primitive. He needs little or no instruction but he must have materials and his surroundings must be such as to call his effort worthy; he is susceptible to condemnation and will give up all his precious art and lose one of the most gracious of nature's gifts if his overlords command. And it is fitting now that we are treasuring every trace of the craft of the primitive people that our educational leaders should be rediscovering with joy and understanding the work of our own young 'natives.' . . . The cultivation of the creative spirit makes for great artists, giant scholars and thinkers; it is the recipe for distinction. . . . Education is at last learning to use the natural creative impulse."

This is followed by accounts from a number of progressive schools of the work being done by the children, with striking and beautiful illustrations. These accounts are

written by the art teachers, themselves artists, and one of the most delightful things in the whole magazine is their professional appreciation of the children's results and powers. One might quote with profit from all of them, but a few excerpts will indicate the common point of view. "Some of the work is crude, some frankly ugly, some beautiful, but there is a joyous spontaneity about it all that is delightful.

. . . . I have been convinced that every child can create, and the fewer standards we force upon them the richer will be the creative results obtained. . . . We tried to provide an environment in which the child might experiment. We maintained that idling was better than copying and reproducing." These various articles give concrete descriptions of method. Illustrations in black and white and in color show such results as must gladden the hearts of those who believe in children.

One of them—that by Peppino Mangravite raises an interesting question. He says, "It is because of my belief in the fine creative vision of children that I disapprove of illustrated children's books. If the words of a book are meant to evoke pictures, why the accompaniment of pictorial representation? Modern children are becoming increasingly less imaginative. There was a time when children's imaginations were nurtured by nature and life. Now they are overwhelmed by illustrated books and the like."

In *Cultivation of Art Appreciation* by Helen Ericson, the old and the new types of school rooms are contrasted. This quotation from John Drinkwater sums up what may be said of an attractive environment for children.

"If all the carts were painted gay,
And all the streets swept clean,
And all the children came to play

By hollyhocks, with green
Grasses to grow between,

I think this gayety would make
A spiritual land.

I think that holiness would take
This laughter by the hand
Till both would understand."

THE SURVEY GRAPHIC, in line with the very general interest in "education in its newer aspects," has devoted its June number to giving "from various points of view, its contours and colors." Dorothy Canfield Fisher under the caption, *A Cinderella Among Schools* tells of Vermont which has kept the district schools, "because there seemed to be nothing else to do—no money—roads too hilly—too few children; we just couldn't manage to dress ourselves up in the latest educational style." Now they are finding in them, some of those qualities which, "to supply mechanically, the uneasy efforts of educators are now engaged," such as "stimuli to initiative, responsibility, and ingenuity which the too perfect material surroundings of modern schools seems to have destroyed."

California stands first in the development of education for little children with its mandatory on petition kindergarten law which has brought a greater percentage of its children into kindergartens than in any other state. So we are not surprised to read that it is "the first state to make a place for everybody in its school program." Here are given accounts of a number of the spe-

cific opportunities it offers adults. One article by Mary S. Gibson on *Schools for the Whole Family* will be especially interesting to those who attended the Los Angeles meeting of the International Kindergarten Union. They heard her there tell of the early history of the kindergarten in Los Angeles and of her pioneer work for it. Interest in kindergarten with the contact it brings with the home and the mothers of the children leads naturally to an interest in the education of adults.

Dr. Cabot in his article *Ethics and Education* presents very strongly his belief that ethics should be a part of the school curriculum. He recognizes that "the pedagogic fashion of our times is against the attempt to influence anybody in any direction. Teachers are in good form when they modestly present the facts as science is supposed to do, without bias." It is, however, his conviction that "if ethics can not be taught, no art can be taught, no literature can be taught, no history can be taught except by rote, no science worthy the name can be taught. . . . Yet in ethics as in all other subjects essential to human life, the individual's own thought, act, preception can be aroused, given pause, startled into fruition, prepared for by labor—all through the influence of teachers, living and dead." His discussion is fruitful, presenting as it does so warmly a point of view which he considers fundamental, no matter how unfashionable it may be at the moment.
—ELLA RUTH BOYCE.

The old idea of education was to induce our pupils to accept the gold coins of our own wisdom by trying to transfer them from our pockets to theirs. We know now that the only way to educate is to show the child where the ore is and to place in his hands the tools that will get the ore from the mine. We expect our pupils to free the gold from its dross and coin it for themselves.

Mary McSkimmon

THE CHALLENGE OF CHILDHOOD

"A SUMMER ROUND-UP OF THE CHILDREN"

The "results" of the campaign launched by the National Congress of Parents and Teachers are entering your kindergartens and first grades this fall. The aim of the summer round-up was to present the schools with entrants *100 per cent Perfect*. Working through its local associations the National Congress has been spending its summer promoting vaccination, examining for and treating defects and diseases of eye, ear, and throat, and fighting malnutrition and undernourishment.

Thank the National Congress of Parents and Teachers that Tom does not have to spend the first three weeks of school at home with a painful vaccinated leg, that Dick is not accused of inattention because of inability to *hear*, that Harry is not temporarily branded as stupid because he cannot *see* the blackboard, that Jane has ten more pounds with which to attack this new proposition of going to school! It is advantageous to both children and teachers to have the problem of physical preparation for school entrance dropped from the curriculum of the first year in school and relegated to the home in the months preceding school entrance.

GRADUATES REUNITE AT KATE DOUGLAS WIGGIN'S SCHOOL

One of the delightful occasions of San Francisco's winter was the Kindergarten Reunion held by Nora Archibald Smith at the Fairmont Hotel, on the thirteenth of February, 1926.

All graduates of The California Kindergarten Training School, founded by Kate Douglas Wiggin in 1880 and continued under Miss Smith's auspices until 1900, were invited to be present. A goodly number assembled, although a quarter of a century had passed since they had last met their leader. This joyous company of kindergartners and ex-kindergartners who surmounted all obstacles and gathered at the Fairmont were as young in heart as when they first took up the study of Froebel.

An hour was spent in which Miss Smith was obliged to play a sort of Guessing Game with her "girls," for they all demanded that she should give their names in full, both Christian and surname, and in the style of her old examination papers add a few appropriate items as to their character and standing in past years. In almost every case she was successful, but when she declared herself willing to give a brief sketch of the mental ability of everyone present and mention the rank she attained in her final examination, the game was hastily called off by the laughing graduates.

The climax of the afternoon was the insistence of all present that "Miss Nora" should tell them a story, and when she had been escorted to a high-backed arm-chair, the audience settled on the floor in a ring at her feet and listened to the tragic narrative of "The Mouse Who Lost Her Tail."

As Kate Douglas Wiggin says in her *Garden of Memory*: "The weight of years never falls early upon those who live with children," and the truth of the saying was never better illustrated than on that happy reunion day.

Gayly chattering to the clattering
Of the brown nuts downward pattering,
Leap the squirrels, red and gray;
Drop the apples red and yellow,
Drop the russet pears and mellow,
Drop the red leaves all the day.

